



Universidad  
Técnica de  
Cotopaxi

# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES**

### **ENGLISH - MAJOR**

#### **THEME:**

ENGLISH SPEAKING IMPROVEMENT THROUGH THE DIRECT INTERACTION BETWEEN NATIVE SPEAKERS AND (INTERNATIONAL HIGH SCHOOL DIPLOMA) STUDENTS AT “PRIMERO DE ABRIL” EDUCATIONAL CENTER DURING THE ACADEMIC CYCLE APRIL 2014- AUGUST 2015.

Thesis presented previous to Obtain the Sciences of Education Degree with mayor in the English Language.

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## **AUTHORSHIP**

The criteria issued in this research work “ENGLISH SPEAKING IMPROVEMENT THROUGH THE DIRECT INTERACTION BETWEEN NATIVE SPEAKERS AND (INTERNATIONAL HIGH SCHOOL DIPLOMA) STUDENTS AT “PRIMERO DE ABRIL” EDUCATIONAL CENTER DURING THE ACADEMIC CYCLE APRIL 2014- AUGUST 2015” are author’s exclusive responsibility.

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## THESIS DIRECTOR'S ENDORSEMENT

As thesis director of this research work about:

“ENGLISH SPEAKING IMPROVEMENT THROUGH THE DIRECT INTERACTION BETWEEN NATIVE SPEAKERS AND (INTERNATIONAL HIGH SCHOOL DIPLOMA) STUDENTS AT “PRIMERO DE ABRIL” EDUCATIONAL CENTER DURING THE ACADEMIC CYCLE APRIL 2014-AUGUST 2015”, belonging to Jeremin Adrian Toscano Caisalitin applicant of the English career; I consider this research work meets the investigative, and methodological requirements, and scientific-technical contributions which are enough to be evaluated by thesis validation court that Honourable Academic Board from Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designate for the corresponding study and qualification.

Latacunga, September 2015

Thesis director,

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M.Sc. Venegas Álvarez Gina Silvana



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**GRADUATION COURT’S ENDORSEMENT**

As members of the graduation court, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; whereas, the applicant: Jeremin Adrian Toscano Caisalitin with the thesis title: “ENGLISH SPEAKING IMPROVEMENT THROUGH THE DIRECT INTERACTION BETWEEN NATIVE SPEAKERS AND (INTERNATIONAL HIGH SCHOOL DIPLOMA) STUDENTS AT “PRIMERO DE ABRIL” EDUCATIONAL CENTER DURING THE ACADEMIC CYCLE APRIL 2014- AUGUST 2015”, has considered the recommendations emitted timely and it is qualified to be submitted to the thesis defence act.

Due to the above, it is authorized to make the corresponding hardbound, according to institutional regulations.

Latacunga, September 2015

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OPPONENT

## **GRATITUDE**

My special gratitude and is for my God Jesus Christ, who has let me achieve this great goal. Lord, my beloved father, thank you for being with me every day, your presence and peace are into my heart and I can't get apart from you. Jesus told us: "I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing." John 15:5. Additionally, my deeper thankfulness and kindness for all the people that made this research work possible, particularly to my professors at Cotopaxi Technical University for their unfailing support and assistance.

Jeremin Toscano

## **DEDICATION**

This research work is devoted to my beloved wife and daughter who have constantly been there on the highs and lows of this wonderful life that our God gives us helping, cheering up and supporting entirely in my right and wrong decisions. Also, with tears in my eyes I want to devote this work to my mother although he is not here in this world but I know she had liked being next to me in this great day for me.

Jeremin Toscano



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**TOPIC:** “ENGLISH SPEAKING IMPROVEMENT THROUGH THE DIRECT INTERACTION BETWEEN NATIVE SPEAKERS AND (INTERNATIONAL HIGH SCHOOL DIPLOMA) STUDENTS AT “PRIMERO DE ABRIL” EDUCATIONAL CENTER DURING THE ACADEMIC CYCLE APRIL 2014- AUGUST 2015”

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**ABSTRACT**

The teaching-learning process of English language from a pedagogical perspective has creative methodologies and teaching methods. Nevertheless, a lot of English teachers have focused on a detailed management of rules and grammatical structures about the language during the class, and they don't take account the benefits of developing the speaking skill. This research aims at studying the use of Interactive Conversation Clubs during English Class with students from the (I.B.P.) International Baccalaureate Program “Primero De Abril” High School, and gives an immediate overview about the intensive and continuous use of activities as a part of English teaching-learning process to improve and develop the English speaking skill. The results point to encourage and stimulate the use of voiceless videos, simultaneous questions and answers, role play and didactic material in the process of speaking to develop it through the sequential stages of speaking, which are initially based on pre-conversation, while- conversation and post- conversation. So, an interactive conversation club is important in the teaching-learning process to acquire a new language.



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## UNIVERSIDAD TÉCNICA DE COTOPAXI

### UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICA

Latacunga – Ecuador

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**TEMA:** “EL MEJORAMIENTO DE LA HABILIDAD DE HABLAR INGLÉS A TRAVÉS DE LA INTERACCIÓN DIRECTA ENTRE NATIVOS HABLANTES Y LOS ESTUDIANTES DEL BACHILLERATO INTERNACIONAL EN LA UNIDAD EDUCATIVA “PRIMERO DE ABRIL” DURANTE EL CICLO ACADÉMICO ABRIL 2014 – AGOSTO 2015”

**Autor:** Toscano Caisalitin Jeremin Adrián

### RESUMEN

El estudio de la lengua inglesa visto desde un punto de vista pedagógico se mantiene en un entorno donde el aprendizaje parte de metodologías creativas y un sinnúmero de métodos de enseñanza. Sin embargo, un gran número de educadores profesionales se han enfocado en el manejo detallado de reglas y estructuras gramaticales de este idioma durante la clase, y no han tomado mucha importancia a los beneficios de desarrollar el habla. Ahora, esta investigación se enmarca en el estudio del uso de Clubs Interactivos de Conversación durante las clases de inglés con estudiantes del (P.B.I) Programa Bachillerato Internacional en la Unidad Educativa “Primero de Abril” y ofrece una visualización sobre el intensivo y continuo uso de actividades como parte del aprendizaje de inglés para mejorar y desarrollar la habilidad de hablar Inglés. Los resultados apuntan a la necesidad de fomentar y estimular el uso de videos mudos, preguntas y respuestas simultáneas, dramas y material didáctico en el proceso de hablar para desarrollarlo usando las etapas secuenciales de conversación, las cuales se basan inicialmente en pre-conversación, durante- conversación y post- conversación. De manera que, es un caso significativo ya que un club interactivo de conversación es adoptado en el aspecto del aprendizaje de un nuevo idioma.



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## INTRODUCTION

This project has been formalized on the use of Interactive Conversation Clubs to improve the speaking skill of International High School Diploma students. It is a big contribution to all those who look for new ways of building up the speaking skill properly. The present work has been divided up into three chapters that are set up as follows.

The first chapter is based on the theory of English as a foreign language, English Teaching and Learning, Speaking, Ways to learn English and the importance of interactive speaking clubs. The categories bordered on this determine the conceptual framework and methods that will support the investigation.

Later on, the second chapter gives an overview of results taken from surveys applied to students and professors from the High School Diploma at “Primero de Abril” Educative Unit. The content of surveys is just part of data taken from the first chapter that is meant to the theoretical framework. The second chapter will help to determine how important Conversation Clubs are in the development of the speaking skill.

Once, the theory and surveys were analyzed and interpreted. The third chapter describes the proposal itself as a whole. It is a section containing material devoted to learners wanting to improve their speaking skill.

Chapter I contains an important and clear descriptions that allows the understanding of the scientific side with regard to this research. That is the reason that in here is available the theoretical framework which is composed of fundamental categories, each one of these are supported by their corresponding bibliography and websites.

Chapter II is a well detailed analysis and interpretation of results taken from the surveys applied to students and English teachers at “Pimero de Abril” Educative

Unit. Once reached the results from surveys, it was made the corresponding conclusions and recommendations.

Chapter III is the proposal, here has been developed an interactive and didactic pamphlet that will be used and follow it for teachers at the moment of interact with students into an interactive English club with native speakers.

Using this pamphlet, students will be able of improving their English speaking skill due to this material contains interesting and dynamic topics with regard to grammar structure, vocabulary, linking words, open - close questions and what is more, this material has funny voiceless videos that will help teachers to develop a not bored conversation club.

## **CHAPTER I**

### **1.1 BACKGROUNDS**

There is not any register or documentation as evidence showing that "Primero de Abril" Educational Center had ever put on display a plan that allowed students from International High School Diploma, to keep an intimate contact and a real conversation with foreigners from English speaking countries in order to make them improve their skills in terms of pure communication. Ever since and until now, the only opportunity students have had to use their speaking skill is that of occasionally talking to their teachers during classes or maybe at office hours to figure out some inquiries or doubts.

Nowadays, "Primero de Abril" Educative Unit is proudly recognized as having a high level of educational standards that have been strengthened and shaped ahead little by little, taking a step forward at a time for about more than 30 years of institutional life. Although, its reputation is not perceived at all around Latacunga city, many people know how beneficial and what it is like to be prepared and trained over there. Bringing this to a meaningful relationship with other institutions, it is important to highlight that this institution is pioneer in including within its policies and procedures the (IHD) program that is the International High School Diploma, which backs up and encourages entirely students who have a high average performance as well as good qualifications in their studies to get the chance of doing their university studies outside the country.

In spite of all these aspects and singular characteristics before mentioned, "Primero de Abril" Educational Center has not implemented a program or project that help and inspire the learning and improvement of the English language, and most necessarily the speaking skill inside the establishment yet. As any of the students from the International High School Diploma might think, English is the

most common language that has been used as main source of communication among the people whose mother tongue is not English. Soon after this, the importance of speaking is also a must when attempting to have a successful communication.

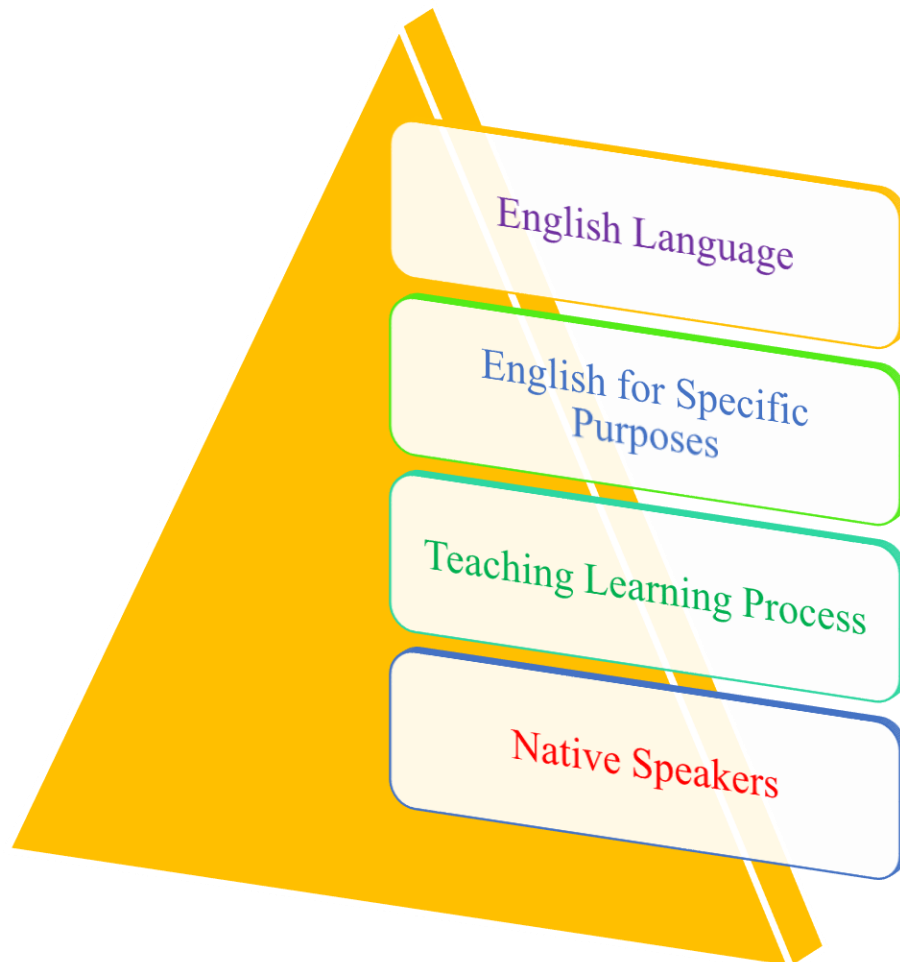
The teaching of English at high school level is under a context of structural terms than conversational settings. This heads students towards a repetitive system in which teachers follow a set of content filled with language and a sequence of interrelated structures determining the study of English through the revision of how sentence patterns are divided and how grammar helps students to comprehend the language in understandable pieces to produce an idea with meaning and logical sense. That is the occurrence at “Primero de Abril” and other institutions around Latacunga. Then, though the conversational setting is seen as a short time period activity, it must be introduced that its importance goes pretty much far beyond the study of structural perspectives.

Communication and speaking are closely related to the context of conversational setting, and this is because speaking lets learners utter and declare the wide variety of things they think of. Plus, socializing and building friendly relationships straight through the expression of thoughts by using speaking is something that fortifies communication between social groups of a community or city.

Many students at “Primero de Abril” Educative Unit usually have teachers who are non-native English speakers. As known, most of English teachers in Ecuador are not native speakers, this is probably a consequence of this country. However, thanks to international organizations, Ecuador has an opportunity of having American speakers to help high school students to improve their speaking skill. In this degree the current research work will be embracing the creation of an agreement to any American organization and a handbook stuffed with a guideline on speaking learning principles, to the end that students from the International High School Diploma at “Primero de Abril” can have direct interaction with English native speakers and be oriented somehow to develop their speaking skill.



## 1.2 FUNDAMENTAL CATEGORIES



## **1.3 THEORETICAL FOUNDATION**

### **1.3.1 ENGLISH LANGUAGE**

Before defining what the English language is, it is advisable to talk about the conception of language. Language, by definition, is a general word that is referred to the mental capacity or faculty that every person has to communicate one another. It is exclusively a system of communication mainly used to share ideas, feelings and will through an unlimited number of articulated sounds produced verbally. On the other hand, the English language is alike the same thing, yet there is a particular thing telling that English is by far the most important language worldwide, and this is because it is known and spoken by nearly every single country throughout the different continents of the earth, and what is more importantly the majority of information is disseminated using this language as a source.

According to Diamond Ian (2006, Pag 30). The English Language is defined as follows:

“English is a Language that nowadays has been defined as a systematized combination of sounds which have meaning for all people in a given cultural community. It is man’s greatest intellectual tool for communication, precisely as old as our remote human ancestors. It is a language that makes the human species unique compared to other species.”

According to Crystal David (2003, Pag 5-26). It is argued that:

“The English Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands

and eyes of its users. Choosing to study English as a foreign language include the desire for commercial, cultural or technological contact.”

Regarding the details and notes quoted above, the researcher reports that:

Over the last few decades, the theory of the English Language has been formalized little by little due to the constant research and studies held by scholars and investigators, whose interest and impetus has been that of building up solid blocks of knowledge on this field to create a web that goes from basic to advance findings which are now part of valuable bibliographical reference. Therefore, English is viewed as some kind of powerful communicative instrument that helps people to have a cultural exchange of traditions and beliefs with people from other countries.

Furthermore, it is outlined that this language has historically evolved through the various periods and eras of humankind. This means the framework of the English language is in constant transition showing substantial changes till the present-day time. It is not that intriguing, but after some time and repercussion of the social context there is always the advent of new words and neologisms that become new sections of the English language. Even peculiar idioms and unusual expressions bring into being new meaning to phrases that were useful in the past, but became old-fashioned sentences somehow.

Admittedly, the existence of the English language is not independent from the people who speak it, because the language exists only if people exist. Then, the use of English is summed up in one word which is “vehicle”, there is a comparison between language and vehicle as a vehicle is a means of transport to take people from a specific place to another. The same thing happens with English, ideas and thoughts are transported straight from speakers to listeners.

Thus, without speakers who take uttered messages to other speakers the existence of the English language would be impossible. Turning the previous paragraph to a

different aspect, the study of English is most likely to conduct language learners to have a deep insight into the notion that it is learnt and taught under fields such as business, work or even in specific purposes.

#### **1.3.1.1 Brief historical outline of the English language**

The English language appeared in England at about the fifth century. This language was a mixture of different languages spoken by a number of tribes and inhabitants. One representative tribe was mainly known as the Angles, and they had all invaded Britain from northern Europe. The Angles spoke a language called English. This is where the name England and English come from.

Soon after this, England was invaded in the year 1066 again. This occasion, invaders came from northern France. Later on, French culture became part of England and as a result their French language mixed with English. This drove the English language to be developed even more. Under those circumstances, the old English changed to become Middle English. Then, over the centuries to come the English language continue to develop. More and more words emerged and were added to this global language.

Most compelling evidence about its significance and importance is that of today's day. English is in fact the most widely used language all around the world. This language is being spoken at the present time by many countries. For instance, it is the official language of the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a countless number of nations.

There are about 375 million native speakers (people whose mother tongue is different from other nations), which in turn makes English the second most spoken language in the world. In the same way, about 220 million people speak it as a second language and there are as many as a billion people who are learning this language.

Modern English, sometimes described as the first global lingua franca, is a universal language and contemplated as an international requirement for communication, science, information technology, business, seafaring, aviation, entertainment, radio, and diplomacy. Its spread on the far side of British Isles began with growth of its overseas assets, and by the 19th century the reach of the British Empire was literally global. As a result of overseas colonization from 16th to 19th centuries, the English language became the dominant language in the United States, Canada, Australia, and New Zealand.

### **1.3.1.2 English Speaking Developing**

In foreign language teaching and learning, the ability to speak is by far the most indispensable skill as it is the master key for communication, and it is the harshest skill to develop. Sometimes, EFL learners often have problems when speaking English to the extend that they tend to stammer which is regularly normal and commit pronunciation or intonation mistakes, which is daily bread for them. This and other difficulties are the ones, they usually go against every time they practice speaking. One probable key point giving answer to explain why this is all happening is that there is a lack of exposure to authentic English language environments that allow them to have a realistic experience of communication.

Moreover, language learners do not get exposed to places where the culture of English speakers is shown. In reality, the contact language learners from developing countries have with native speakers is not that permanent, and that is why their speaking ability is not developed enough. It is a fact of significance for language learners from low to high level to develop speaking, as if there is not mastery on this skill they would feel limited in some aspects of the social life such as socialization and the understanding of new cultures.

As some theorists declare the learning and development of speaking can be done through activities that are communicative explicitly. This activities might include games, problem-solving, information gap and role playing. Adding extra details, it

is also truth that language activities are quite necessary in teaching English for communicative purposes. In addition, communicative activities can enhance learners and help them establish long-lasting relationships between teacher and students. After these language activities are applied in class, the interaction is created flowing without any inconvenient and students thereby encourage and give birth indirectly to a supportive and appropriate place for language learning and teaching.

### **1.3.2. ENGLISH FOR SPECIFIC PURPOSES**

It is a movement that got started in the 1960's, and it is called ESP (English for Specific Purposes). Its rapid growth led it to become one of the most promising areas of EFL teaching today. The success of this area is so impressive that even prominent universities like The University of Birmingham, and Aston University in the UK are now offering a list of ESP courses for overseas students in countries whose language is English. Japan is not exception either, because the interest in particular has been encouraged by the Ministry of Education in 1994 to largely get control over university curriculums. This allowed the start of English courses aimed at specific disciplines, in place of the more old-style 'General English' courses.

Laurence Anthony (1998, Pag 28) outlines that:

“Some described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies, or the teaching of English for vocational or professional purposes.”

Definition of ESP by Evans Dudley (1997, Pag 297-314)

“Absolute Characteristics: 1. E.S.P. is defined to meet specific needs of the learners 2. E.S.P. makes use of underlying methodology and activities of the discipline it serves 3. E.S.P. is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.”

Regarding the details and notes quoted above, the researcher reports that:

So, English for Specific Purposes is identified in the teaching of English as having been utilized in academic setting and explicit intentions. That is to say, the learning of English will not be directed to a generalized amount of subject areas, but to specific teaching, situations or disciplines in which learners have to get mastery on so that they can perform very well on their job or chosen activities. Instead of learning general English, the fact is that all the motion is deliberately focused on occupational and professional training purposes.

The field of English is wide rounded, and although language learners can produce English and cope with a very varied number of activities, it has to be said that the language they use is mostly communicative other than specific. And this leads studious people to think that for specific environments such as science, history, art or biology, students need to have domain so as to be efficient and successful language users.

ESP embraces a different methodology from that of General English. It is also denoted that these methodologies are more likely to be designed for adult learners than young ones. The standard level of teaching is sketched for both intermediate and advance students. In addition, the courses take a little bit of the language systems as background building knowledge to enfold the teaching of English. This language system is overseen in the study of skills, grammar, lexis and other additional things.

### **1.3.2.1. Importance of English for Specific Purposes**

English for Specific Purposes is a full branch of significance for the fact that this scope addresses the practices and needs of occupational and professional groups occupational in term of communication. Throughout the past fifty years, it has developed and evolved to the point that it became a dominant power in English language teaching and research. ESP draws its attention to a research language education commitment that is in pursuit of revealing the contexts of language use and how learners acquire control over these sections.

Additionally, it has steadily provided perceptions into demands placed by the workplace and academic contexts, meaning and structure of texts. The utilization of methodical resources to describe the precise groups of skills, linguistic forms and communicative performance that a certain quantity of learners attain is vital to ESP.

Language Learners are expected to master at least one or more languages, and when doing research on some areas such as Science, Technology, and Business etc. It comes to mind the idea that it is not only a study of Academic purpose but also a matter of understanding what is written and said in those books. Then, when (EFL) English as a Foreign Language learners study (ESP) English for Specific Purposes, they have to be conscious of the number of specific goals they have to achieve.

The field of ESP does not only involve the acquisition of technical vocabulary. As known, every area has its particular terminology constituting a very well-fixed scope of research tied to some aspects of translation studies as well as the deep study and understanding of these subject areas. The features learners have to work on the development of production and comprehension skills in which learning is not centred on technical terms about a subject, but in improving the ability to produce information in the language that is learnt.



### **1.3.2.2. English for Academic Purposes**

The study of English has been marked by lots of transitional stages where the newest methodologies and specific purpose-based texts have indicated the basis and foundations of the English Language and its analysis in specific branches of study. As example, some scholars point out that the focus is generally perceived on different subject areas such as Engineering, Technology, Science and other forms of practical and technical facts. However, this is all part of a particular situation to what English is applied, then academic areas such as those of educational characteristics are well described in the study of English for academic purposes which is a scholarly related issue rather than a technical or practical aspect.

English for Specific purposes chiefly centred on Academic cases is largely and carefully seen on schooling, and it is considered by a substantial number of people as some kind of imperative factor that is influencing the success on academic terms. As commonly known, it is not either an opinion formalized by Second Language Teachers nor Foreign Language Teachers, but something that has greatly been conceptualized and proposed by the entire community of educators to whom Academic Language is much more than just a bunch of words that are essential for the unit of a textbook.

For instance, Academic English or Academic Language is a complex linguistic file that manages a special and specific language that is utilized on a picked number of people or audience in a particular situation. It is almost like picturing the idea of seeing a scientist speaking to some friends at a pub or soccer game where the words and language is not either complicated or elaborated. Now, this situation describes the fact that the conversation that is held right there has to deal with just a generalized context, that is very normal for any of us.

Later on, the same situation overlooked from a different viewpoint shows the same scientist at a conference hall trying to describe a theory or assumption about

the cosmic implications of dark matter. At this point, it can be maintained that the difference in purpose is quite notable to the extent that both audience and context differ from the situation in which the scientist is getting exposure to. So, using this example it is clearly seen that Academic Language is found on the use of selective words, sentences of formal constructions, what is more importantly the utilization of nearly perfect discourse patterns.

When tying this to what speaking is, there is something driving Language Teachers to think that the function of speaking is not only communicational and limited to just a bunch of simple conversational aspects, but also to highly developed language patterns full of scientific language that is mostly held in the academic field of universities, colleges and global research organizations. Summing up, the academic language is referred to the language that is employed in universities or any institutions of formal education to get and master new and profound understanding of the implications of a particular subject area.

#### **1.3.2.3. Working Environment for ESP**

It does not matter whether it is an ESP classroom or General English Classroom, the existence of a friendly and creative environment giving language learners a solid picture of cooperation and encouragement to study and practice English is always there. Over and above the implications of using material and didactic resources to lead a language classroom, the key element of an appropriate working and teaching environment is in the compact knowledge that a teacher possesses to have students do activities that guide them to build and learn new facts and content.

Experienced teachers know their role is that of teaching a language, and they know that are treading in safe ground, even though they sometimes step into unfamiliar contexts of Science or Technology. Well-trained teachers do not feel fear of what awaits them. The more they get exposure to unknown fields of ESP, the easiest it is for them to find a way in organizing and designing their course,

the best materials to use, the best syllabus to follow, and what is most important, the most powerful an efficient strategy adopted to teach their students.

Once this is all ready to be applied in class, it is not something that ought to be left to the teacher alone. Though the commitment of a teacher is strong and definitely uniform, his role in itself is not enough to come miracles true in an unfriendly language environment. By contrast, unfriendly has to deal with the word uncongenial that refers in particular to massive mixed-skilled classes, where lots of learners are false novices or have never got beyond basic level in the foreign language.

Most of times it is a consequence of them having had a few years of English at high school or having failed the subject. Now, students having this profile feel uncomfortable and stressed out to study a subject which they have expected not to encounter in their lives ever again. Nevertheless, this situation is not that abnormal, because teachers whose preparation was under the standards of professionalism are capable enough to replace this negative feelings and expectations for something bright that make them feel positive beliefs on the study of English.

### **1.3.3. TEACHING LEARNING PROCESS**

The teaching-learning process is seen as the mainstay in education and controls how it happens while teacher and students are in class. It attempts to regulate and have achievement of the goals and aims of education. It is by far the most promising educative mechanism to instruct and teach language learners. The teaching-learning process is a prepared interaction beforehand that fosters behavioural change, and that is not an effect of coincidence or maturation.

Vygotsky (1978, Pag 90) suggests that:

“Learning is not development; however, properly organized learning results in mental development and sets in motion a variety of developmental processes that would be impossible apart from learning. Children in experimental classes gradually develop a genuine learning motivation, a strong and stable interest in the exciting process of discovering the hidden regularities in the world and general ways of solving problems.”

Jonassen Denisse (1999, Pag 215-240) mentions that:

“Individual students may be better suited to learning in a particular way, using distinctive modes for thinking, relating and creating. The notion of students having particular learning styles has implications for teaching strategies. Because preferred modes of input and output vary from one individual to another, it is critical that teachers use a range of teaching strategies to effectively meet the needs of individual learners.”

Regarding the details and notes quoted above, the researcher reports that:

Therefore, teaching might be distinguished as the role that the learning process plays into the education system, because straight through it students can learn something fruitful and meaningful that would be absolutely applied in the daily life and professional field. As a matter of fact, teaching does not equip students with knowledge or any skill; but it is a process that fundamentally organizes the delivery of educational facts through the employment of strategies and shortcuts to make the learning experience an easy pathway to handle with. It is also a chance-producer for students leading them to have relatively permanent modifications in their behaviour.

On the other hand, learning is gradually the amount of knowledge or skills acquired through experience or study or by being taught. It may be defined itself as a step by step procedure within education whose main goal is that of preparing

and producing relatively permanent abilities in learners through the practical experiences they have either inside or outside the context of educational environments. Once, someone learns something, that fact is considered to be a competitive advantage over others who still do not know about that.

There are plenty of ways a language learner can acquire knowledge, because the background and abilities of every individual tend to have matchless and unique characteristics. Thus, each person being exposed to a particular sign of learning experience can proudly have success through the innate skills they were born with to put up with that immersion. In addition, learning does not end in the factual mental process of acquiring skills, since it also includes to make these skills almost perfect, and get attitudes, cleverness, and values that are part of this.

Likewise, educational learning in the formal setting is tied to a pre-organized context of knowledge within the curriculum to make the learning experience a little bit more structured and sequential. Similarly, the social learning surrounding is on behalf of inserting norms, rules and values to essentially make the relationships between individuals in a group much more stable and take them away the negativism of problems and arguments. Despite, learning in these debatable areas are like suggestively separated topics because of the purpose of study, it can be maintained these are combined constantly in everyday life.

#### **1.3.3.1 Teaching and Learning Strategies**

In truth, this aspects being conceptualized to the strategic framework of Teaching and Learning of a foreign language have been met by lots of both language teachers and teachers whose major in different to English. After a long research and long years of study, it has been proved that teaching and learning accompanied by strategies turned the activity of teaching language learners into a smooth practice. So, the effectiveness and efficiency they produce is not comparable to giving lessons without support of these guidelines and approaches.

A meaningful learning strategy is done successfully through activities that students can achieve. Very often, these activities give them kind of a feeling of satisfaction when they do it on their own with just little help of their teacher. However, the success of these activities and how well students do depends on how much of a planning a teacher did. Nonetheless, they have to bring into relation all what they learn to their own experience, so as to be capable to unify these learning experiences.

Later on, a productive teaching strategy usually involves and requires students' participation to build substantial and useful knowledge. It must revise the mapping of previous experiences to connect them onto new knowledge so that new mental skills are incorporated. Immediately after this short stuff occurs, it can be said that students' interests and needs are already fulfilled. Then, the process of learning in itself is completed accurately. At this degree, there should be convenient to have a record of the most common and useful teaching strategies. The list below is a set of teaching strategies that can be applied in language classrooms:

- Roll play strategy: It is a strategy whose objective is to have students act out part of a dialogue or story through physical movement and gestures. This helps students to understand the language in live-performance.
- Adjusted speech: Students' Comprehension is developed through the change in speech patterns a teacher uses to speak and convey important details and ideas. A teacher speaks English managing slow motion and stressing words that are supposed to learn during that time.
- Chunking and questioning aloud: It is an approach where a teacher reads a story aloud to a group of students and after a short a brief pause asks students detail-related questions testing the comprehension they have on the story and some key aspects of it.

- Cooperative learning: It is a team based learning activity that is primarily used to have students work one another in cooperation, so as to accomplish an assignment.
- Fluency building: Students are supported by the teacher to build fluency in commonly happening words through short repetitive exercises that give them exposure to words that have a high-frequency of repetition.
- Short time segments of Vocabulary Building: It is about taking a short period of time to learn vocabulary through listening, speaking, reading, and writing.
- Individual conferencing and presenting: The teacher creates a section to listen students while they read a reading excerpt, talk about a topic or present any kind of information. Then, the teacher usually corrects their pronunciation, intonation or delivery mistakes and errors.
- Modelling/Demonstrating: It is an activity in which a teacher often shows how to do a something, before having students try it by themselves.
- Paraphrasing: It is centred on using accurate and appropriate vocabulary to say things in a different way but with same meaning. This is a fundamental skill to orally retell or summarize content and facts from a passage or story.
- Peer tutoring: It happens when a teacher tells students to work in pairs, so that a student having more experience and mastery on the language has the role of tutoring the less experienced student on a topic area.

### **1.3.3.2. Kolb's Model of Experiential Learning**

In 1984, David Kolb defined a learning theory based on experiential learning, where it is stated four modes in the learning cycle (it is an issue related to how students learn something). Although Kolb's learning prototype is built on early findings of recognized researchers whose specialization is learning and development, it does not insert a lot of theory about the importance of sociability and the possibilities for more of the connection of it into the learning life of many people to make learning more manageable. However, this learning model possesses a large prospection of influences that are central in the learning process. This consists of processes and cultural impacts of following an experiential and organized learning setting.

- Concrete Experimentation: It is a phase that is shown through the various things students do to learn something.
- Reflection: It is seen when students think about the things they did to learn.
- Abstract Conceptualization: It is all about doing some research, talk to others and apply what students know in a particular situation.
- Active Experimentation: It happens when doing something new or the same thing students know, but in a more sophisticated way.

It can be at high school, college or university. It always happens the same. Whether, it is at a low or large application, most of learning experiences language learners have is tied to a theoretical context than a practical one. Firstly, the use of material and printed methods is highly focused on working out exercises and activities. Despite how beneficial these methods are when passing by the learning experience, the knowledge and comprehension students get is limited to just a bunch of papers and evaluation formats that they can complete successfully, every time they are required to do so.



The theory is that language learners can pretty much get by on the substantial use and application of skills and things they were prepared to. Yet, the key point is that of making the learning activity more experiential and practical. As a matter of fact, the learning experience of acquiring substantial knowledge must be practical and experiential. When an activity is done through experiential practice, students are more likely to have a real contact to the branch of live-action cases, which in turn are part of the daily life of the workplace and professional surroundings.

A practical learning involves experience and observation, this means language learners must definitely be immersed into the contact and perception of facts and events to the end that they can gain knowledge or skill in a field over time. For example, having the fortune of being there with an English native speaker and literally speaking to them and sharing ideas throughout discussions and debates is something that produces a lasting and permanent impression that is irreplaceable compared to the activity of doing just assignments and simple tasks in class. So, it can be detailed that Kolb's model of experiential learning is clearly helpful in the development of some language skills such as speaking or listening to the extent that the availability of application to real life context is probably to help students get more exposure than the usual exposure they have in normal school days.

#### **1.3.4 NATIVE SPEAKERS**

Talking to Native Speakers allow language learners to have a chance to share experience and knowledge, both on learning and on how the English language works. Having English Native Speakers as supporters can be advantageous, because students can develop not only their speaking skill, but also skills like writing, reading or maybe listening too. By contrast, there is sometimes a change for English non-native speakers, especially teachers to be paired with native speakers (NSs) who have never taught before. Some teachers might feel kind of unsatisfied working with them. This feeling of frustration rises from the fact that

teachers want to take advantage of their knowledge of English, but they know they have to prepare plans and exercises for them to apply in class.

Anchimbe Eric (2006, Pag 7) suggests that:

“The use of the native speaker has a long history in all sub disciplines of linguistics. From methodologies to theories of language study the native speaker occupies a basic position as a springboard for the judgement of language production and evaluation.”

Chomsky Noam (1965, Pag 47) concludes that:

“In the field of theoretical linguistics, the native speaker is the authority of the grammar of his or her native language. It is who knows what the language is [...] and what the language isn't [...]. According to this logic, a native speaker is an individual who is infallible and has perfect command of his or her language.”

Regarding the details and notes quoted above, the researcher reports that:

As seen, the prominent backup a Native Speaker can provide to the learning of a language is not that easy to describe, and there are some implications that need to be listed and defined. First of all, the decision of noting whether language production and accurate delivery is right or wrong is on their behalf. Indeed, non-native speakers of English are aware of the accuracy and natural way native speakers use their mother tongue, so they tend to faithfully trust them which is a good choice.

The foremost principle behind native speakers is that they can give effective and solid judgements on their language at any time. They are able to recognise ill-formed expressions grammatically well-structured in their language even though

they might not be capable to describe precisely why they are well-structured. Most of this logic and theory leads to the confident thought that there is reliability on the instinct and naturalness native speakers have when producing utterances in their languages without caring these are either familiar or weird constructions. This approach indicates that the language native speakers get is accepted and authentic, because it is an inborn skill that has been acquired since childhood.

#### **1.3.4.1 The Native and Non-Native Dimension**

This dimension has to deal with the main implications between Non-native English Teachers and Native English Teachers, and the fact that Native Teachers are better than Non-native ones. Through the time even some additional assumptions have been raised regarding this topic to the extend that it is believed that people from England seems to think that they are the ones who speak English pretty much well than the ones living in the United States. Now, according to researchers it is pointed out that English is a language of those who practice it. Then the change and variation is among the idea these users give the English Language a different identification in each region. The identity is characterized by the peculiar way people in different regions either pronounce or speak the language.

One attribute being noticeable in every Non-native English speaking teacher is their insecurity utilizing the language they are supposed to teach. Due to this vague and insecure feeling they are usually to have a tendency to act with pessimism or aggressiveness during a class. While some learners can handle this negative attitudes, there are others who might expect something else from teachers showing intolerant attitudes. This is the most common behaviour students can perceive from a Non-native English Teacher.

Additionally, it is also expected that these teachers are kind of obsessed with the straight and detailed explanation of structures and grammar other than drawing

their attention to what is known as vocabulary and pronunciation. Looks like they strictly understand anyone can learn a language without focusing on its grammar.

Sooner or later, it is probable that Non-native teachers in small amount are most likely to regret the choice they made when studying English as a career, because there is a constant feeling of breakdown apart from the positive attitudes of teaching English. The assumption is that teachers using English as a foreign language ought to accept openly that they are also students of English as well.

Apart from the things explained above, both teachers and some students know Non-native English teachers run under the mistaken certainty that they have a concrete notion about how the English language works. This untrue beliefs drive teachers to have errors of structural, semantic and phonological aspects of the language, and the worst thing is that these errors are subsequently conducted to their learners. In spite of the use of material such as video, radio or audio to teach pronunciation is acceptable during a class. It is an unconscious and justified attempt to hide the degree of deficiency they have showing their foreign accent to their students.

However, native speakers have a pro on that fashion that can be seen as advantage a limitless handful of times, as they can help students to know whether a word or sentence utilized by a student is right or not. In brief, the individual way out for antagonistic instructors is to play it safe by employing words that they are more familiar with. Then, as much as it is known the vocabulary they know has unseen meanings or are out of date or is part of varied connotations in terms of slang.

#### **1.3.4.2 Native English Speakers in language classrooms**

There is no doubt when it is asserted that Native English Speaking Teachers and their positive influence for students is notably meaningful in the development and mastery of the different communicative skills of the English language. Native speakers are the ones possessing the proficiency and perfect domain of their mother tongue. They can be the substantial and valuable supporters that better

lead the teaching and learning of English, though Non-native teachers do it in the right way as well.

Despite some teachers whose mother tongue is not English have some deficiencies on the mastery of English, they are mostly prepared enough to have success in teaching English. Yet, American speakers can help students to build up consciousness on the use of proper English. The improvement in vocabulary thanks to the help of English Native Speakers can be noticed when learners use chunks of language with original vocabulary in simple, but accurate structures that convey a meaning containing ideas students want to talk about in class.

Besides, the oral fluency always tends to be redundant and awkward in language learners due to the difficulty of figuring out right structures at the right time. Nonetheless, American speakers can change this decaying situation by orienting learners to acquire fluency following principles of speaking, speech and intonation techniques that are widely used in the teaching of a foreign language.

Additionally, it is obvious that Non-native teachers are marked by having an accent that is not totally perceived as good English and that lots of times causes interference with the understanding of what is said. And this is the reason why Native speakers and their participation in a language classroom is fundamental, because they allow language learners to have an intimate experience with the pronunciation of words that are sometimes misunderstood by non-native English speakers.

Lastly, one of the things making the difference on how teaching is held by both Native and Non-native is that American speakers concentrate more on fluency and communication which is an important feature of learning English, while Non-native teachers feel much more concerned to the strictly revision of grammar errors and spelling errors. Even though both activities are good ways of having students learn a language, it must be suggested that the way American speakers hold a lesson while teaching is unique because of the roles and activities they put

on a trial every day and goes far beyond the normal setting and structure of teaching and learning English in traditional-based classrooms filled with Non-native English speaking teachers.

#### **1.3.4.3 Direct Interaction and English Speaking Clubs**

Since the development of the speaking skill is to some degree something requiring more than just coincidental experiences with both Native and Non-native Speakers. There has to be mentioned that the control behind the speaking experience must be observed and monitored constantly and regularly by the ones who are in charge of essentially helping and drawing students' attention to the understanding and use of speaking in everyday life situations in a very successful and effective way.

Although Non-Native English Speaking Teachers are more likely to influence positively throughout the learning of speaking, some deficiencies might raise as a result of their guidance. Firstly, when Non-native Teachers give speaking lessons, everyone knows it is not kind of a real involvement and exposure to the language itself and this is because even though they are already educators, they are still learners and do not look pretty much sure about their skills and mastery on the language. Even the most prepared ones tend to commit some kind of partial and short speaking entanglements. It can be both bad pronunciation and intonation, the mistakes Non-native teachers usually have to put up with. However, being accurate and honest about this, it is something that typically happens all the time.

In such manner, every time students have interaction with a Native Speaker, most likely is that their experience is packed in a very meaningful mediation where the English Language itself works as it works in a natural context of communication. Now, direct interaction usually occurs when language learners have a deep but general contact with English on behalf of native speakers. It is a generalized way of practicing speaking with patterns that are taken straight from the source without intervening factors or intermediaries, so that students can act in such way as to have a constructive outcome on the speaking learning experience.

Apart from that, despite English Native Speakers are substantial in the learning and development of better speaking skills, the results would not be that promising if there is not a determined and properly suitable space where they put on a trial their expertise providing second language learners with the direct interaction they need to come along speaking fruitfully. The essential meaning of this lies on the idea that the social and cultural environment is the general location, in which language is activated.

#### **1.3.4.4 English Speaking Clubs**

English Conversation Club it's a place where people can speak English. Not everyone has the opportunity to use a foreign language at work. Someone does not have enough knowledge or is missing practice.

As generally acknowledged, a club is seen as an environment that works as the sociocultural element that eliminates the isolation to which learners are exposed every occasion they practice speaking on their own. As they are inside a club, it is meant that they get involved into an active interaction that is absolutely positive and which in turn creates a solid framework enabling learners to build up and accumulate accurate and significant knowledge on the different experiences they get while speaking to Native Speakers.

In that degree, whether it is a language classroom or as some people know it as a club or even a small group of either teachers or students whose objectives are those of focusing on specific goals, the mixture of direct interaction within an environment like the ones mentioned beforehand lead them all to become a community in which the English Language and the point of convergence on the speaking skill and its development is held in a very manageable and easy way to understand. And this is because when Native Speakers work being part of a club, they feel a sensation telling them that the environment in which they sit is building a community stuffed with social practices and rules that found an

encouraging place where learning speaking is possibly less stressful than it is in a public or daily life context.



## **CHAPTER II**

### **2. ANALYSIS AND INTERPRETATION OF RESULTS**

#### **2.1 BRIEF OUTLINE OF “PRIMERO DE ABRIL” EDUCATIONAL CENTER.**

It was on September 20, 1971, when the Doctor Francisco Jaramillo Dávila was the Ministry of public education director that the “Primero de Abril” Educational Center began its history after a long process of management at the National Palace in Quito when J.M.Velazco Ibarra assumed the role of Ecuador’s President. On 6 January 1972 was formalized the name of “Primero de Abril” as a reminder to date that Cotopaxi reached the category of Province.

In January 10, 1972 in a framework of joy and with the presence of 31 students and 7 teachers Mr Leopoldo Egas Varea provincial Governor inaugurated the academic work in a solemn and official way.

Since its founding in 1972, it has impacted and transcended in the Ecuadorian society, being recognized internationally as a community that belongs to the International Baccalaureate Programme.

This prestigious Institution has approximately 12900 square meters dimension and it is currently merged with the Isidro “Ayora” School, becoming in this way in the “Primero de Abril” Educational Center covering a number of 1, 562 students.

The quality of education offered in the “Primero de Abril” Educational Center, provides the knowledge and tools to achieve a successful future in the present, actively participating in a globalized society, due to its multicultural environment in which learners can acquire a broader vision of the world.

### **2.1.2. Inclusion International Baccalaureate (I.B) at the “Primero de Abril” Educational Center.**

The Ecuadorian State through the Ministry of education and the Organization of the International school of Ginebra, Switzerland, signed a Memorandum of mutual agreements and understanding. On February 9, 2006 according to which proceeds to execute the project of “Inclusion of schools in Ecuador the International Baccalaureate”. The document is the legal reference for the fulfilment of academic commitments, procedural, physical and technological infrastructure and Finance of the Ministry of education and schools.

The “Primero de Abril” Educational Center as designated by the Ministry of education and culture in 2006 made the proposal to the educational institution to be part of the International Baccalaureate (I.B) programme. For the accreditation, authorities of the institution together with a select group of motivated teachers of that time being part of the Diploma presented all the justifications to the corresponding foreign authorities.

In 2009 started the program (I.B) with 18 legitimate students from the “Primero de Abril” Educational Center. From this group of students, 8 students were candidates for external evaluations where they obtained 100% of international certificates in the subject of English.

Currently the “Primero de Abril” Educational Center has 64 students distributed in the PRE-I.B, 23 in the first year and 18 in the second year of the Diploma. A select Group of the best students of the city and the Cotopaxi Province from the Fiscal and Individual institutions.

On the other hand, the number of principal professors and counterparts has increased gradually in the different subjects of the component of the “International Baccalaureate” (I.B) who are permanently trained in an international level.

To develop the present chapter, 68 students from the (I.B.P) International Baccalaureate Program at “Primero de Abril” high school and 6 teachers from the English area were surveyed. The techniques applied to collect information were

the survey and an interview. For the analysis and interpretation it was applied the descriptive statistic.

## 2.2. ANALYSIS AND INTERPRETATION OF RESULTS TAKEN FROM SURVEYS APPLIED TO STUDENTS FROM “PRIMERO DE ABRIL” EDUCATIVE UNIT.

### 1. What is your English language level?

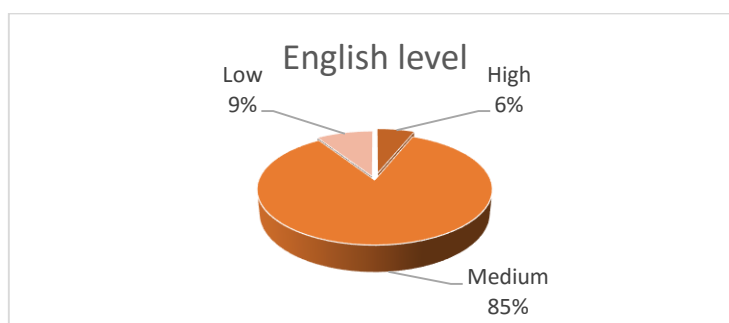
CHART 1

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| High         | 4         | 6%          |
| Medium       | 55        | 85%         |
| Low          | 6         | 9%          |
| <b>Total</b> | <b>65</b> | <b>100%</b> |

Source: Students from “Primero De Abril” Educational Center.

Elaborated by: Jeremin Toscano

GRAPHIC 1



Source: Students from “Primero De Abril” Educational Center.

Elaborated by: Jeremin Toscano

According to the graph above, 4 students that represent the 6% assure saying that their English language level is high, the 85% corresponding to 55 students mention that the English language level that they have is medium. In the end, 6 students reflecting the 9% is the minority indicating that their English level is low.

The research points out that I.B students program clearly have a medium English language level, it means that they definitely need to improve their English language in any possible way. Most of them are aware that their English grade is not good enough to reach the stablished parameters by the International Program denominated “Diploma” that imply to engage in a real conversation, so it is imperative that students reach a higher level of this amazing language.

## 2. Which of the following skills are the most difficult for you?

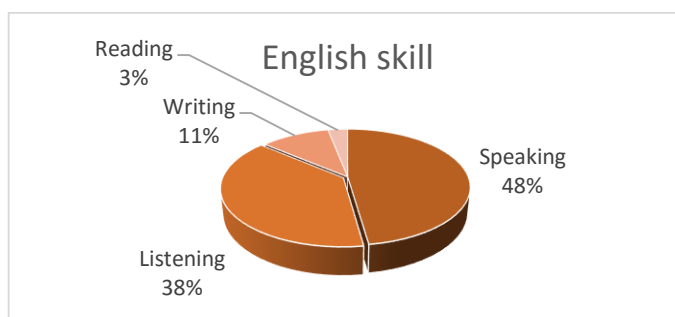
**CHART 2**

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| Speaking     | 31        | 48%         |
| Listening    | 25        | 38%         |
| Writing      | 7         | 11%         |
| Reading      | 2         | 3%          |
| <b>Total</b> | <b>65</b> | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 2**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

According to the survey and data collected, the 48% matching 31 students claim that speaking is the most difficult skill in the English language. On the other hand, 25 students that represent the 38% assert that listening is less difficult, while 7 students corresponding to 11% show that writing is less complicated than speaking and listening. Finally, just 2 pupils equaling the 3% say that reading is the easiest skill of all into English language.

In concordance to the information collected in this question and the data thrown, there is no doubt that into English language the most difficult skill for learners is speaking this could be linked to the fact that students are among of Spanish speakers or they have not the enough motivation for carrying out speaking activities which does not permit them to improve their English.

**3. In your opinion how effective have the activities used by teachers for improving your English been?**

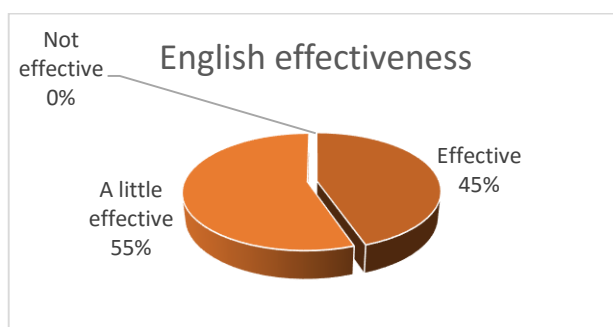
**CHART 3**

| Variable           | Frequency | Percentage  |
|--------------------|-----------|-------------|
| Effective          | 29        | 45%         |
| A little effective | 36        | 55%         |
| Not effective      | 0         | 0%          |
| <b>Total</b>       | <b>65</b> | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 3**



**Source:** Students from “Primero De Abril” Educational Center..

**Elaborated by:** Jeremin Toscano

As the survey data suggests, that there are 29 students keeping a 45% that assert the activities used by teachers for improving the English skill in students have been effective. However, 36 learners corresponding to the 55% don't agree with that assertion due to that they state the activities have been a little effective.

Thus, the results point out to believe that activities used by teachers into classrooms for improving English skill in students have not been effective at all because of the lack of dynamism, creativity, interest, etc. Maybe those activities which imply to follow lots of books for teaching English have become obsolete and boring that make students lose the interest of learning a new language as English.

**4. Do you think that the interaction with native English speakers would help you to improve your English speaking skill?**

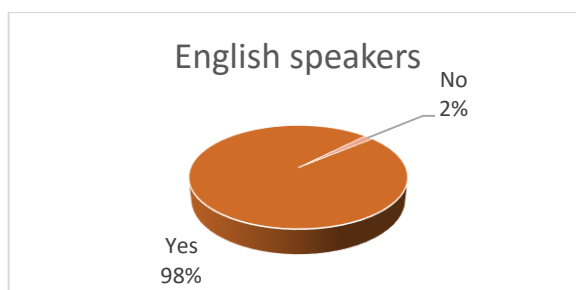
**CHART 4**

| Variable     | Frequency | Percentage |
|--------------|-----------|------------|
| Yes          | 64        | 98%        |
| No           | 1         | 2%         |
| <b>Total</b> | 65        | 100%       |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 4**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

The graph shows, 64 students, of course, the 98% that maintain the idea of the interaction with native English speakers would help them to improve their English speaking skill. In addition, just 1 students showing a 2% simplify the idea of using the interaction with native English speakers as activity for improving the speaking skill in learners is not useful.

Now, students mentioned in the question above, the best way of learning a new language is by imitation of words, pronunciation and grammar structure at the moment of speaking with people who possesses the English language as mother tongue. A direct and real conversation with English native people will be an activity much better for teaching English language than use only books as didactic material.

**5. What is your opinion about the creation of an interactive English club with native speakers into your classroom?**

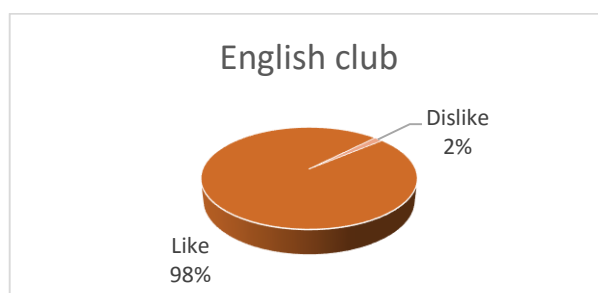
**CHART 5**

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| Like         | 64        | 98%         |
| Dislike      | 1         | 2%          |
| <b>Total</b> | <b>65</b> | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 5**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

As shown in the graph, there is a 98% that corresponds to 64 students who assert that they like the idea of creating an interactive English club with native speakers into their classroom for practicing and improving speaking the most difficult skill for them. A club would be key element in the development of better understanding of what is a real life conversations. 1 student reflected on the 2% indicate that a conversation club would not be neither prominent nor relevant in the development of speaking skill.

From a different perspective, an interactive English club can be useful by everyone without exception, and the good thing is that it helps students to get familiar with words, phrases, intonation, and pronunciation generated by a native speaker. Besides, the current practice reinforces and enhances the speaking skill in learners.



**6. Could an interactive English club contribute to the development of your English speaking skill?**

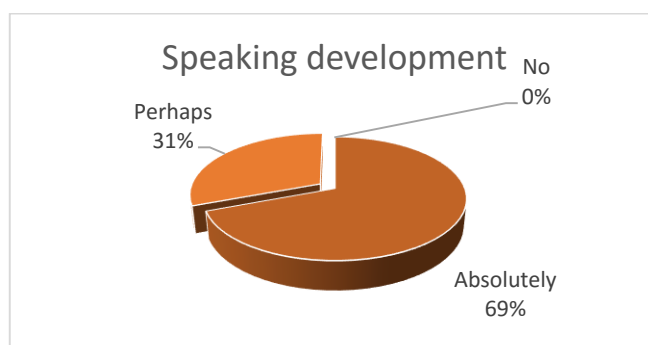
**CHART 6**

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| Absolutely   | 45        | 69%         |
| Perhaps      | 20        | 31%         |
| No           | 0         | 0%          |
| <b>Total</b> | <b>65</b> | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 6**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

As detailed onto graph, the 69% that is 45 students absolutely believe that an interactive English club would contribute to the development of their English speaking skill. However, the 31% just 20 students hesitate that this kind of activity into class would be influential or useful for helping them to improve the speaking skill.

Many students demonstrate their total interest in the question mentioned above, so they assure that an interactive English club would be an amazing tool that will help them to increase their all knowledge referent to the English language. Consequently, they all assert that an English conversation club is more than an activity for speaking a foreign language, it is particularly a key to get involving in real and interesting dialogues with foreign people and learn from them new interesting things.

**7. In your point of view, an English speaking club should be led by:**

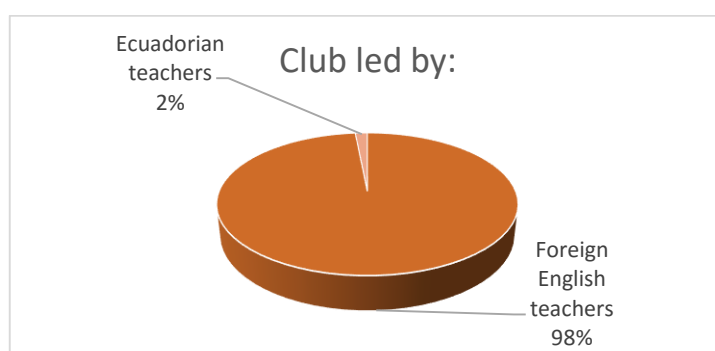
**CHART 7**

| Variable                 | Frequency | Percentage  |
|--------------------------|-----------|-------------|
| Foreign English teachers | 64        | 98%         |
| Ecuadorian teachers      | 1         | 2%          |
| <b>Total</b>             | <b>65</b> | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 7**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

As the graph above shows, there is a 98% reflected on 64 students that assumes that an interactive club should be led by foreign English teachers, whereas 1 student being the 2% assure that this kind of activity into classrooms should be ahead by Ecuadorian teachers.

The research indicates that most of students agree with the idea that English conversation clubs must be ahead by native English speakers due to that from these English teachers they would be able of absorbing and interpret in an easy way the core of any conversation carried out into class and the facility of understanding about new topics in concordance with the conversation context and not word by word.

**8. Do you think that teachers should apply an interactive English club as an activity to build up the speaking skill in students?**

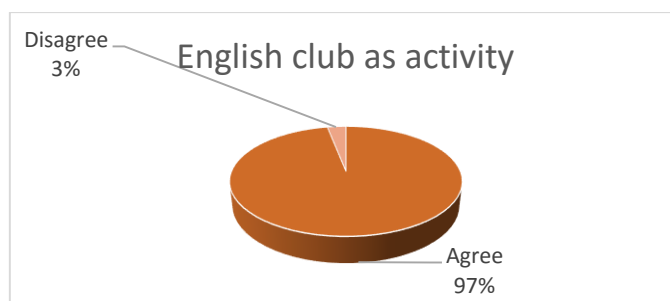
**CHART 8**

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| Agree        | 63        | 97%         |
| Disagree     | 2         | 3%          |
| <b>Total</b> | <b>65</b> | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 8**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

In accordance with the graph, the 97% corresponding to 63 students proves that English teachers should definitely make use of an interactive English club as an activity to build up the speaking skill, on the other hand, a 3% matched to 2 students does not agree on using interactive clubs into class as activities for improving English language.

The research shows students have got a natural propensity to feel curiosity of a new activity to improve their English level by taking a different opportunity that help them to grow up in their language skills. Actually, students find a chance to prove new experiences through interactive conversation clubs and free material to improve the speaking skill.

**9. What sort of topics should an interactive English club cover to catch the interest of students for improving their speaking skill?**

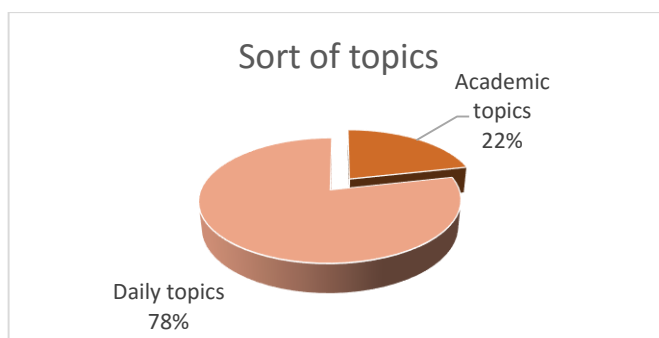
**CHART 9**

| Variable        | Frequency | Percentage  |
|-----------------|-----------|-------------|
| Daily topics    | 51        | 78%         |
| Academic topics | 14        | 22%         |
| <b>Total</b>    | <b>65</b> | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 9**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

In accordance with the graph, there is an 78% corresponding to 51 of students keeping the concept that an interactive English club should mainly be concentrated in daily life topics to catch the interest of students at the moment of interacting a conversation with native English speakers, while the 22% that are 14 individuals prefer a conversation English club whose topics be basically focused on academic topics.

The research demonstrates that a high number of students conceive to have practice on speaking with daily life topics rather than practice with academic topics. It is noticeable, the great fear of students for the new vocabulary or phrases that academic topics have. A conversation whose content is academic is not easy for students, as it contains a large list of words that most of students do not understand.

## 10. How often would you like to be in an English speaking club?

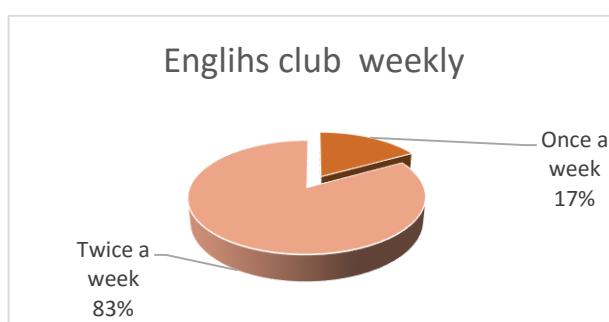
**CHART 10**

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| Once a week  | 11        | 17%         |
| Twice a week | 54        | 83%         |
| <b>Total</b> | <b>65</b> | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 10**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

As the survey data suggests, there are 11 students corresponding to the 17% that assert they would like to participate in a conversation club into their classroom if this is inserted into the I.B program minimum once a week, subsequently, 54 students occupying the 83% indicate that it would be better if they take part of this kind of activity at least twice a week for developing much better the English language.

Thus, the results point out to believe that many students approve the idea of being part of an interactive English club pointing out to the objective of learning and increase their knowledge and what is more, develop their ability of communicating and speak the English language with fluency and in a property way trying to avoid lots of grammatical errors at while of having a conversation in English with native speakers or whoever they have the opportunity to do it.

### 2.3. ANALYSIS AND INTERPRETATION OF RESULTS TAKEN FROM SURVEYS APPLIED TO ENGLISH TEACHERS FROM “PRIMERO DE ABRIL” EDUCATIVE UNIT.

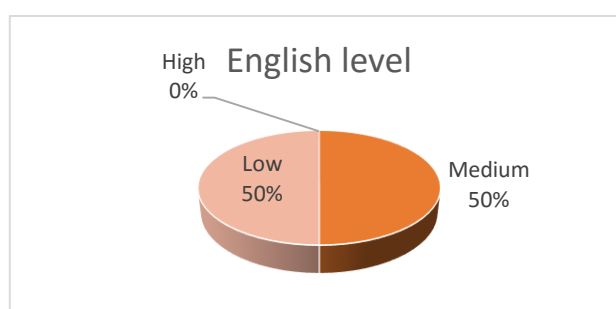
#### 1. What is your student’s English language level?

**CHART 1**

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| High         | 0         | 0%          |
| Medium       | 3         | 50%         |
| Low          | 3         | 50%         |
| <b>Total</b> | <b>6</b>  | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.  
**Elaborated by:** Jeremin Toscano

**GRAPHIC 1**



**Source:** Students from “Primero De Abril” Educational Center.  
**Elaborated by:** Jeremin Toscano

According to the graph above, 3 professors that is the 50% assure that their students’ English level is medium, the 50% corresponding to 3 teachers mention that the English language level that students have is low.

It is evident and unbelievable to know that all six English teachers surveyed arrived to the conclusion that 50% of students belonging to the International Baccalaureate have an intermediate level of English, while the other half claim that they have a high English level.

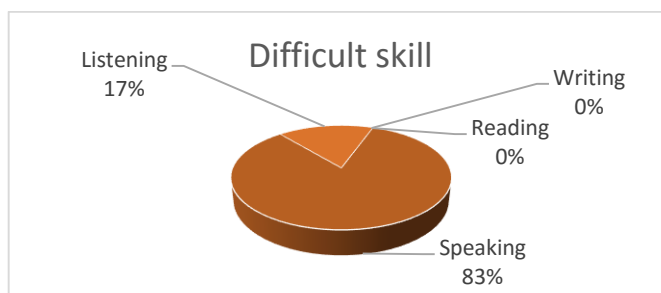
## 2. Which of the following abilities are the most difficult for your students?

**CHART 2**

| Variable  | Frequency | Percentage |
|-----------|-----------|------------|
| Speaking  | 5         | 83%        |
| Listening | 1         | 17%        |
| Writing   | 0         | 0%         |
| Reading   | 0         | 0%         |

**Source:** Students from “Primero De Abril” Educational Center..  
**Elaborated by:** Jeremin Toscano

**GRAPHIC 2**



**Source:** Students from “Primero De Abril” Educational Center..  
**Elaborated by:** Jeremin Toscano

According to the data collected from teachers, the 83% that are 5 professors establish that speaking is the most difficult skill for I.B students. Nevertheless, only 1 professor that represent the 17% assert that listening is one of the difficult skills for learners.

In this way, it is showed that the majority of teachers assure that their students have complications to build up the speaking skill language.

In addition to this, it is obvious that none of the teachers make mention of the reading or writing skill let us to understand that these English areas are less complicated than speaking.

**3. How effective have the activities used by yourself as teacher for improving English language in students been?**

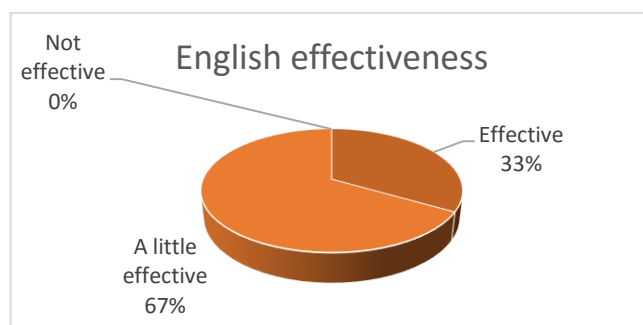
**CHART 3**

| Variable           | Frequency | Percentage  |
|--------------------|-----------|-------------|
| Effective          | 2         | 33%         |
| A little effective | 4         | 67%         |
| Not effective      | 0         | 0%          |
| <b>Total</b>       | <b>6</b>  | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 3**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

As the survey shows, there are 2 professors obtaining a 33% that assert the activities used in class for improving the English skill in students have been effective. However, 4 of the 6 teachers corresponding to the 67% don't agree with that assertion due to that they state the activities have been a little effective.

These collected data show us in a very emphatic way that the various activities used by teachers into class to help students improving their English proficiency level have been really a little effective, so it is able to understand that it is needed to implement an effective activity to build up the speaking in the B. I students.



**4. Do you think that the interaction with native English speakers would help students to improve their English speaking skill?**

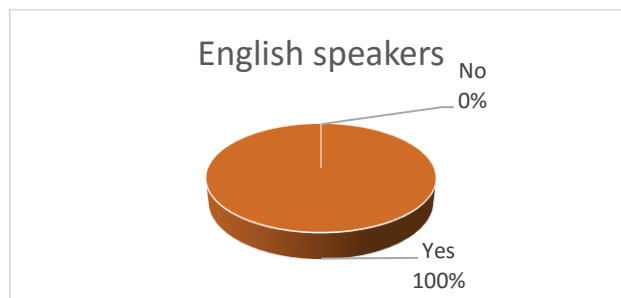
**CHART 4**

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| Yes          | 6         | 100%        |
| No           | 0         | 0%          |
| <b>Total</b> | <b>6</b>  | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 4**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

In accordance with the graph, there is a 100% corresponding to 6 professors who agree that the interaction with native English speakers will help students to improve their English speaking skill.

There is no doubt that in this question carried out to the total surveyed professors, they agree that students can reach a high level of speaking if they maintain a direct interaction with English speakers.

Also, they claim that it would be an activity quite useful to increase the knowledge of the English language in these special students.

**5. What is your opinion about the creation of an interactive English club with native speakers into your classroom?**

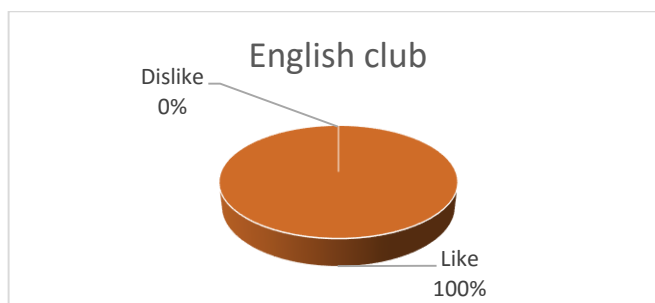
**CHART 5**

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| Like         | 6         | 100%        |
| Dislike      | 0         | 0%          |
| <b>Total</b> | <b>6</b>  | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 5**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

As is detailed in the graph above, 6 teachers that is the 100% assert that they would like that into the I.B program be created an interactive English club with native speakers for their students English development skill.

With regard to this question, it is evident that all teachers responded positively to the idea of creating an interactive English club with foreign English teachers. They say that this would be an excellent and dynamic activity which will be too useful within the International Baccalaureate program.

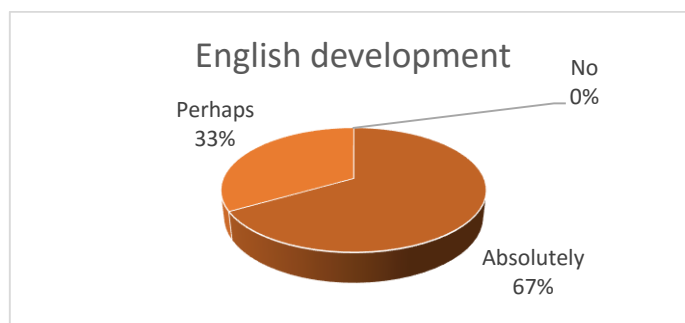
**6. Could an interactive English club contribute to the development of English speaking skill in students?**

**CHART 6**

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| Absolutely   | 4         | 67%         |
| Perhaps      | 2         | 33%         |
| No           | 0         | 0%          |
| <b>Total</b> | <b>6</b>  | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.  
**Elaborated by:** Jeremin Toscano

**GRAPHIC 6**



**Source:** Students from “Primero De Abril” Educational Center.  
**Elaborated by:** Jeremin Toscano

As is detailed on this graph, the 67% that is 4 professors manifest that an interactive English club definitely will help to students to improve their English speaking skill. Although, the 33% that represent 2 teachers hesitate that this activity would be an influential tool to develop and increase the speaking skill in I.B. students.

According to this important question presented to the teachers, on the creation of an interactive club to contribute to the development of the speaking in students, they in a clear and assertive way manifest that an activity like this will be quite innovative and attractive to students of the International Baccalaureate which will help them to raise their ability to communicate fluently in this foreign language.

**7. In your point of view, an English speaking club should be led by:**

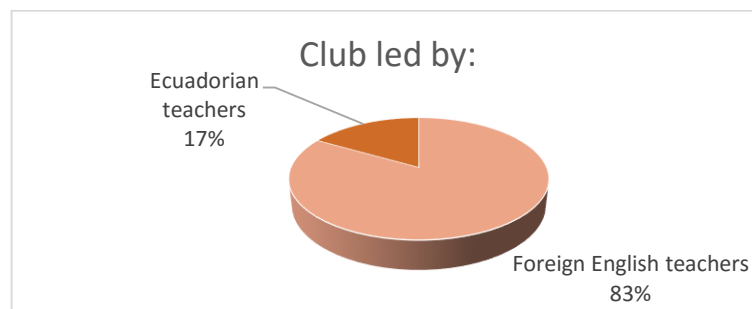
**CHART 7**

| Variable                 | Frequency | Percentage  |
|--------------------------|-----------|-------------|
| Foreign English teachers | 5         | 83%         |
| Ecuadorian teachers      | 1         | 17%         |
| <b>Total</b>             | <b>6</b>  | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 7**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

As the graph shows, there is an 83% reflected on 5 teachers mentioning that an interactive conversation club must be ahead by foreign English speakers, but 1 professor being the 17% assure that an activity like this into I.B. students program should be ahead by Ecuadorian teachers.

As noted in the survey, a large part of teachers indicate voluntarily that for helping to the development and improvement of the speaking in the students it would be much better if these interactive conversation clubs be guided by foreigners English speakers due to the fact that from these teachers it is more feasible to learn in a reliably way the pronunciation and grammatical structure of certain difficult words or sentences at the time of establishing a real dialogue.

**8. Do you think that teachers should apply an interactive English club as an activity to build up the speaking skill in students?**

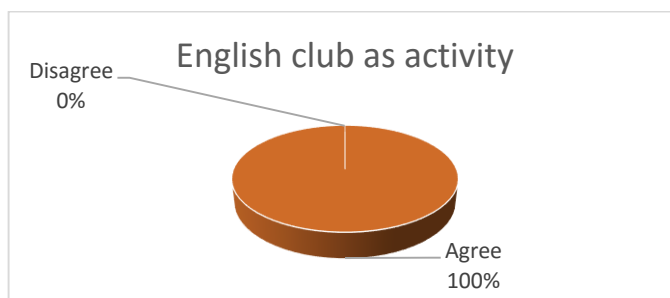
**CHART 8**

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| Agree        | 6         | 100%        |
| Disagree     | 0         | 0%          |
| <b>Total</b> | <b>6</b>  | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 8**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

In accordance with this graph, the 100% corresponding to 6 teachers firmly agree that I.B teachers must use an interactive Conversation English club as an amazing activity to build up the speaking skill in students who belong to the International Bachelor.

The survey is very detailed at the time of confirming the positive point of view that teachers throw at the time of answer the question mentioned above, they truly believe that really it is necessary and it should be created an interactive conversation club within International classrooms to promote the improvement of the speaking skill in the I.B. students.

**9. What sort of topics should an interactive English club cover to catch the interest of students for improving their speaking skill?**

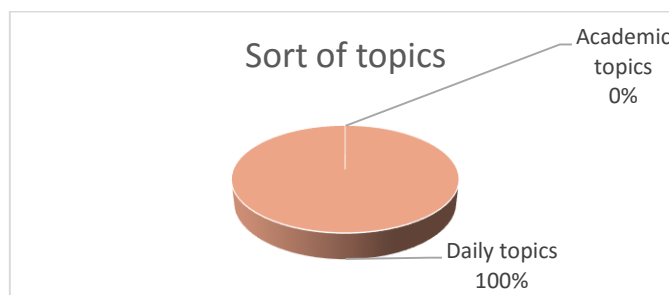
**CHART 9**

| Variable        | Frequency | Percentage |
|-----------------|-----------|------------|
| Academic topics | 0         | 0%         |
| Daily topics    | 6         | 100%       |
| <b>Total</b>    | 6         | 100%       |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 9**



**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

With regard to this graph, there is a 100% corresponding to 6 of teachers keeping the idea that an interactive English club should mainly maintain daily life topics at the moment of establishing a conversation with native English speakers.

Incredibly in both surveys such students as teachers have come to the total consensus that the items that must be carried out within an interactive English club should be the topics deal about the everyday life, it means different topics from the academics one.

## 10. How often would you like to be in an English speaking club?

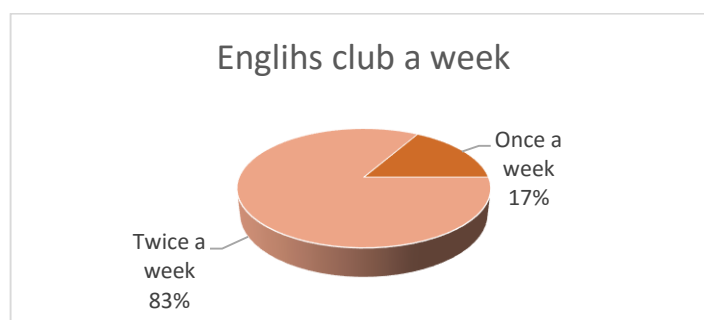
**CHART 10**

| Variable     | Frequency | Percentage  |
|--------------|-----------|-------------|
| Once a week  | 1         | 17%         |
| Twice a week | 5         | 83%         |
| <b>Total</b> | <b>6</b>  | <b>100%</b> |

**Source:** Students from “Primero De Abril” Educational Center.

**Elaborated by:** Jeremin Toscano

**GRAPHIC 10**



**Source:** Students from “Primero De Abril” Educational Center..

**Elaborated by:** Jeremin Toscano

As the survey suggests, there is 1 teacher corresponding to the 17% that assert they would be willingly to pass time just once a week between I.B. students and native English speakers into a conversation English club. On the other hand, 5 professors stablishing the 83% indicate that they would like to take part in this interactive program twice a week for developing the English language in I.B students program.

The approval of the teachers on the participation in a conversation club with native English speakers and students from the International Bachelor is great. They are sure that whether they participate in this kind of interactive clubs not only be beneficial for I.B. students, but also for them because in this way, they may also strengthen their English language and reinforce their English level.

## **2.4. DATA TAKEN FROM INTERVIEW APPLIED TO THE PRINCIPAL AT “PRIMERO DE ABRIL” EDUCATIVE UNIT.**

**Objective:** To gather information on the use of an interactive English club into the I.B students program to develop their speaking skill.

### **1. What is the International Bachelor program?**

Well, it is a program denominated “Diploma” to students from high school specifically for second and third level. The Diploma Program (DP) of the (IB) is for students from 16 to 19 years. The DP has the respect of prestigious universities around the world. More over this, this great program is during around two years and when students approve all levels and finish the program they receive a guaranteed certificate by international authorities who lead this program from Ginebra (Suiza).

According to this first question it is noticeable that the “Primero de Abril” educative unit director knows and he is well informed about this International Program which he is leading during this academic year.

### **2. What does the international bachelor represent to the “Primero de Abril” educative center?**

Firstly, it represents for our students and high school an important opportunity of overcoming and not just for us, but also for students from the Cotopaxi province. Also, our learners can be academically at the same level of students from other countries around the world. On the other hand, at while of being part of the I.B program we can be internationally recognized as educative institution.

Then, in accordance with the interviewed teacher, the concept of being part of this International program represents a lot of for the “Abrileña” institution.

Through this program, the stuff teachers work every day with I.B students to prepare them and make them the best students that can be highly prepared to



compete with students of other countries and they can be accepted at International universities of the world.

Thus, it is beneficial not only for “Primero de Abril” high school, but also for students and their staff English teacher because of they are receiving international seminars all the time.

### **3. What kind of subjects are conveyed into the International Bachelor program?**

Well, into the I.B program there are two groups of the subjects imparted, those which are called “medium level” and “superior level”.

Now, into the medium level there are subjects such as: experimental sciences, math, physic and biology; on the other hand, into the superior level we have story, superior biology, (A-B) English ignition, thinking development, monography and creativity action and service.

As it is noticeable, teacher in the question mentioned above some subjects that students from the I.B program receive during their academic year which are not common as the (G.U.B) General Unified Bachelor. These particular subjects get become special and different to these group of leaners who belong to the (D.P) Diploma Program.

Besides this, the reason why students receive so particular subjects into this program is due to they yearn to get an international degree and go abroad for studying at any of the international universities that have agreement with the Diploma Program.

### **4. From all subjects dictated which one do you believe is the most difficult for I.B students program?**

Well, I consider that into the difficult subjects for students are math, chemic and biology because these have pre- university level topics. Although we cannot omit that English language subject is difficult too, for I.B students because they are

asked to do a record dialogue and send it to Ginebra (Suiza) to be evaluated, this is due to they are more focused to develop the speaking skill.

Into the I.B program we are fulfilling with the stablished requirements to improve and develop in students their English language and thus, we are preparing students who want to study abroad where the English language almost ever get becomes in a barrier to overcome.

Subsequently, the teacher being interviewed add a short comment saying that apart from math, chemic and biology subjects, the English language is not exempt of importance and difficulty for I.B students because of they have to develop a good speaking during the academic year so as to at the end of their studios they be able to record a conversation and sent it to Suiza to be evaluated and thus, they can obtain the International Diploma which will be a honor for an I.B student.

**5. Do you think that I.B students would improve their speaking skill if they had an English conversation club with native English speakers?**

Undoubtedly, because it would be a direct connection with the original source. I say this, because one thing is the training and knowledge that Ecuadorian English teachers have about how to teach English and other so different is the training that native English speakers have.

If we had the opportunity of bringing foreign professor to interact with I.B students, it would be amazing because it would help us to notice the grammar errors that students do and thus, we could be able of correcting it. On the other hand, the Ministry of Education has thought to send us a foreign English teacher to work into the I.B program, but if there is the possibility from other instances that they help us with this kind of professor we will be ready to collaborate.

In accordance with the interviewed teacher, he asserts that an interaction English club would be an amazing idea to help I.B students to improve their speaking skill due to that students will learn the English language much better if they have contact directly from the source; what it means, to keep a direct interaction with

native English speakers into their class hours. Thus, they will learn and be much better prepared to the international test that students have at the end of their studios specifically in English language.

**6. Would you support the implementation of an interactive English speaking club between I.B students to improve their speaking skill with foreign English professors?**

Of course, I can tell you that it would be the best that could happen to us into our institution.

We are ready to talk with students' parents maybe through meetings or by internet to organize this kind of programs so as to do all students have access to this sort of trainings.

With regard to this question, the teacher agrees and support the idea to the implementation of an interactive English speaking club. Moreover, he assure that this program for improving the speaking in I.B students would be the best that could happen to the "Primero de Abril" Educative Unit.

**7. If the opportunity is presented to make an agreement with any American organization to form an interactive English club into the I.B program for the benefit of students, would you do it?**

Absolutely I would do it, because I think that it is for the benefit of I.B students and meanly for the increasing of the education quality into the "Primero de Abril" Educative Unit.

The interview ends with a perspective saying that an interactive English speaking club into the I.B program is something supplementary that could help students from the International Bachelor to improve the process of English language acquisition.

## **2.5. CONCLUSIONS:**

- The researcher reaches the conclusion that a considerable number of I.B students recognize an interactive English club as a matter of tremendous importance, since it has proved to be really useful and powerful when learning a foreign language. This is an essential activity because it has implemented material to make the study of a language a little bit easier than usual.
- The different results show that the use of an interactive English club is mainly a dynamic activity related to cover the improvement of speaking skill which is common among the community of language learners. This only means one thing, students early will be accustomed to take part of these kind of English interactive clubs that will influence in any way to their speaking learning process.
- Speaking is not just one more skill of the English language, but according to the outcomes, speaking is predominantly the most difficult skill for I.B students program which makes a big difference compared to skills such as writing, listening or reading.

## **2.6. RECOMMENDATIONS:**

- English interactive clubs with foreign speakers and all with regard to this should be adopted as an alternative activity to lead a class involving foreign language terms. Additionally, it must be taken into consideration the fact that the influence of interactive conversation clubs in the educational field indicate anyway that there are new alternatives of learning any kind of language than just using books from the national government.
- English interactive clubs should be seen as an additional and powerful resource in classrooms been utilized by the staff of present-day professors who might use it and help I.B students program to build up the speaking skill that is considered to be difficult to develop.
- Then, it is necessary to say that I.B. learners should practice the speaking skill more often by using interactive English clubs and taking part of it. This is because speaking is actually not as easy to develop, it requires steady attempts. Interactive speaking clubs must be part of a suitable practice into class for I.B learners. They should have real conversation and pronunciation about vast concepts and interesting information. After a period of practice using interactive conversations clubs, listeners will be more likely to acquire mastery on the understanding of other speaker's speech.

## **CHAPTER III**

### **3. PROPOSAL DESIGN**

“ENGLISH SPEAKING IMPROVEMENT THROUGH THE DIRECT INTERACTION BETWEEN NATIVE SPEAKERS AND (INTERNATIONAL HIGH SCHOOL DIPLOMA) STUDENTS AT “PRIMERO DE ABRIL” EDUCATIONAL CENTER DURING THE ACADEMIC CYCLE APRIL 2014-AUGUST 2015”.

#### **3.1. Proposal**

To create a Conversation English Club including a set activities to promote the development of the speaking skill of students from the (International High School Diploma) students at “Primero de Abril” Educational Center.

#### **3.2. General information**

**INSTITUTION:** “PRIMERO DE ABRIL” EDUCATIONAL CENTER

**AREA:** INTERNATIONAL BACCALAURATE PROGRAM

**PROVINCE:** COTOPAXI

**CANTON:** LATACUNGA

**PARISH:** JUAN MONTALVO

**NEIGHBORHOOD:** GUALUNDUN

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### **3.3. Importance**

The utilization of conversation clubs in high school classrooms has not been quite usual. The only place for conversation club have been on blogs or international courses like British Council or Meetup. English Clubs have been written with English teachers and support staff working with ESL/EFL students in mind.

English clubs have given students a chance to practice English in a relaxed, informal environment; and what is more, it has been so important for the students' improvement foreign language.

Also, it important to manifest that English Conversation clubs have helped most of learners to improve all aspects of oral communication.

However, it is necessary to indicate that conversation clubs are a great material that would be incredibly valuable at the moment of practicing speaking, and this is because interactive conversation clubs contain a diverse and extended language that is usually good to fortify the speaking skill.

The research aims at providing students from the International High School Diploma at "Primero de Abril" Educational Center a material based on intensive speaking practice.

### **3.4. Justification**

Nowadays, the impetus of language learners to have a high degree of language competence in speaking is limited because of the level of difficulty of this skill. It is clearly distinguished they do not have so much of an impediment when reading, writing or listening, because they almost always have got the professional guidance of a teacher. Without regard to that, speaking is particularly an emitter skill that requires a lot of vocabulary, verbs, a correct grammatical structure, a

good intonation and fluency. This means speaking cannot be developed just on the teacher's guidance, but also on current and constant practice.

There are four skills when you learn a foreign language; into this skills we have: listening, speaking, reading, writing.

Which one of these is different from the other three? The answer is speaking. The other three you can do alone, on your own, without anyone else. It is possible to listen to the radio, read a book, write a letter alone; but we can't really speak alone.

That is why anyone should make every effort possible to find somebody to speak with. Now the question is: Where could we find people who can speak English with us? And how can we practice speaking when we are alone?. Many cities around the world have conversation clubs where people can exchange one language for another. If countries have this conversation clubs for interacting and enjoy speaking, then we can create an interactive conversation club by ourselves for improving our speaking skill into our classrooms.

Conversation English Club is a great place that is well known and used for many professors into classrooms. The point is that it could help and support students in their studies to improve the speaking skill. With a set of topics generally focused on daily life routines, a Speaking Club can cover a wide variety of effective subjects that will be an aid to encourage students to talk in a natural way.

In addition, thanks to the content of several conversation activities, a student becomes more familiar with a general vocabulary. Among other things, the use of conversation clubs is rather interesting, as it is fascinating how learners introduce themselves into a creative and productive way of improving the speaking.

Certainly, not all days students can have the opportunity to get a real dialogue with a set of unique activities within a speaking English club that help them, in long terms, to increase their ability to understand the speech and intonation of



fluent speakers. Just as learners participate and interact each other, they will find the interactive conversation club manageable and useful for learning to speak the English language.

Thus, the use of interactive conversation clubs becomes indispensable, for the fact that students will have a different and innovative experience when practicing speaking.

### **3.5. Objectives:**

- To improve the speaking skill through the use of interactive speaking clubs and conversation activities to develop and expand the speaking skill in the International High School Diploma students at “Primero de Abril” Educational Center during the academic cycle April 2104 – August 2015.

### **Specifics:**

- To establish a speaking club and develop a set of conversational activities through the usage of worksheets, voiceless videos and a speaking handout.
- To enhance language learners to be aware of the substantial importance of speaking in everyday situations so as to have them currently practicing the speaking skill.
- To increase students’ self-confidence when communicating and interacting with other people such as fellows, classmates and friends.

### **3.6. Foundation**

#### **Scientific Foundation**

Interactive conversation clubs have been used widely on blogs and international courses since a long time ago. The indication of this research shows that speaking is normally used more than any other language skill, and that is seen as interactive

activity. Then, the research asserts that the more students get constant practice on speaking, the easier it is for them to develop this language skill.

### **Methodological Foundation**

The methodological foundation has been based on the Top-down processing model as a method to improve the speaking skill of students, this method has to do with time, practice and a component that takes students to go through prior knowledge, prediction, analysis of context and experience.

### **Pedagogical Foundation**

It is believed that speaking is relatively as important as the other language skills. And this is because, children, at the first stage of life are trying to communicate individuals their needs in any possible way. So, the idea is that this initial step let us know the beginning of the accurate language production is speaking, as this skill produces an unconscious mental activity where the register of pronunciation and accent are attained.

### **3.7. PROPOSAL DESCRIPTION**

This English Speaking Club truly fits on the belief that both face to face social student interaction and the support of a teacher makes it possible to achieve the basics of communication and also creates a comfortable learning environment packed with friendship, confidence and encouragement more than a traditional educational setting to have learners understand the functional issues of speaking English and using substantial structures to transport their thoughts through linguistic mechanisms to share ideas and express opinions.

By contrast, this is a solid attempt to give language learners a chance of using the most common sentence patterns and expressions to talk about everyday life situations, events and activities. Its main purpose is that of making students show

understanding of simple directions and actions to give short but understandable answers to very simple questions and requests for information. The key of success is being shown on the fact that students will be good at asking for information and answering to the different sentences they are asked.

Members being part of this Speaking Club are expected to give details on their personal information and talk about any kind of thing regarding their social life using vocabulary that is generally researched on their own by the end of the speaking training course. Most of input and feedback is expected to be provided by the presenter in charge who will give students the clarification and exemplification to their questions and inquires.

In the same way, the structure for every speaking session is carried out on short lasting workshops that are known in this club as meetings. Generally, most of meetings will deal with a quick insight on grammar, speaking activities, some vocabulary and a miscellany which is called speaking handout where there is a handful of speaking exercises and some samples of voiceless videos to practice on speaking and check students' understanding and comprehension.

This work has two levels 1 and 2. In the first level, students will be able to notice and learn a sort of simple vocabulary and a basic grammar structure that is going to help them to strengthen their speaking bases as beginners.

At the second level, both the vocabulary and grammar are quite different and a bit more difficult in regard to the first level. Into this level students will be able to carry out an interesting and fluent conversation.

Also, in this level learners are going to give their own opinions and reasons; finally, they will apply linking words and -wh- questions into their interactive conversations.

# ENGLISH



Level 1

-

Level 2



# & KIDS<sup>®</sup>

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## About the Speaking Club:

### The goals:

- Give information, ask and answer simple questions about everyday life topics.
- Informing and asking for personal details by using simple questions.
- Express thoughts about routines and times. Describe certain events, everyday matters.
- Make sure boys and girls ask for questions and answer to them properly.

### Structure:

Workshop: Meetings

- Presenter
- Attendee

### Worksheets:

- Vocabulary
- Grammar
- Speaking Activity
- Speaking Handout: Miscellany (to actively speak randomly, create simulated everyday life situations and summarize points being discussed.)  
This only works if previous activities are literally done on successful students' attainment.

### What for:

**a) Vocabulary:** Pretty much selected words that are considered for the grade.  
Language summary (words like nouns, verbs, adjectives, adverbs.)

**b) Grammar:** Grammar blocks and patterns. Making sure to use forms, lines to explain grammatical aspects.

**c) Speaking Activity:** simple questions following structures given to gather information, and having someone speak about things being stated in previous

section. It can be possible to make notes using small paper slips and finally summarize them to the class by speaking about it.

**d) Speaking Handout:** Miscellany Conversation, topic related questions and answers, it is advisable to create a word list and a bunch of topics to better achieve the activity.

*Speaking Club ©*

# *LEVEL 1*



*"Learning to speak, learning to interact."*

***Author: Jeremin Toscano***



## 1ST MEETING: GETTING STARTED

Learn useful set phrases to ask while being at club sessions.

What does \_\_\_\_\_ mean?

Presenter, what is the meaning of \_\_\_\_\_?

Can you speak more slowly?

How do you say \_\_\_\_\_ in English?

What is the English word for \_\_\_\_\_?

How do you pronounce this word?

How is this word pronounced?

How do you spell \_\_\_\_\_?

What is the answer in number 8?

Excuse me, can you repeat that?

Could I ask you a question?

I have a difficulty, Could you help me a bit please?


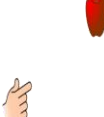




## VOCABULARY:

| People         | Nouns       | Places          | Adjectives |
|----------------|-------------|-----------------|------------|
| aunt           | backpack    | Arcades         | Angry      |
| brother        | board       | bakery          | beautiful  |
| bus driver     | book        | bank            | big        |
| carpenter      | calculator  | bus stop        | blue       |
| cousin         | calendar    | butcher's       | bored      |
| doctor         | crayons     | cinema          | brown      |
| engineer       | cutter      | grocery shop    | busy       |
| father         | folder      | hairdresser's   | cheap      |
| fire fighter   | glue        | high school     | creative   |
| grandfather    | hole punch  | hospital        | excited    |
| grandmother    | laptop      | internet café   | expensive  |
| lawyer         | notebook    | library         | kind       |
| mechanic       | pencil      | mall            | lazy       |
| mother         | pencil case | music shop      | new        |
| person         | poster      | park            | old        |
| shop assistant | ruler       | pharmacy        | red        |
| sister         | scissors    | shopping centre | sleepy     |
| student        | tape        | stationer's     | studious   |
| teacher        | trash can   | supermarket     | tired      |

## GRAMMAR TIPS:

Take a close look at this section by understanding some grammatical aspects.

| <b>Demonstrative Pronouns</b> | <b>Examples:</b>                                       | Singular |  |  |
|-------------------------------|--|----------|---|---|
| This (close)<br>For singular  | This is a brown folder.<br>This poster is new.         |          |   |   |
| That (far)<br>For singular    | That is a new high school.<br>That person is angry.    | Plural   |  |  |
| These (close)<br>For plural   | These are expensive books.<br>These markers are cheap. |          |   |   |
| Those (far)<br>For plural     | Those are red pencils.<br>Those scissors are yellow.   |          |   |   |

| <b>Possessive Adjectives</b> | <b>Examples:</b>   |
|------------------------------|--|
| My                           | My father is Nelson.<br>My brother and sister are creative.                    |
| Your                         | Your wallet is cheap.<br>Your chairs are old.                                  |
| His                          | His backpack is blue.<br>His gloves are expensive.                             |
| Her                          | Her teacher is demanding<br>Her cousins are from Latacunga.                    |
| Our                          | Our house is big.<br>Our neighbours are doctors.                               |
| Your                         | Your laptop is nice.<br>Your crayons are splendid.                             |
| Their                        | Their company is next to the city centre.<br>Their pets are a cat and a mouse. |

Possessive Adjectives with The Simpsons



| <b>Possessive Case 's</b>   | <b>Examples:</b>   |
|---|--|
| The car of Juan: <b>WRONG!</b><br>Juan 's car: <b>RIGHT!</b><br>Person 's property<br><u>        </u> | Pedro's backpack is new.<br>Mathew's father is Jack.<br>Your teacher's name is Luke.<br>My sister's favourite sport is Basketball. |

## **SPEAKING ACTIVITY:**

1 - Discuss with a partner, what are the meanings of these phrases in Spanish?

- a) My father is an engineer.
- b) His friend's car is NOT new.
- c) That house is NOT cheap.
- d) Her pencil is expensive.
- e) Their house is in Ambato.
- f) His parents are angry.
- g) That is an interesting activity.
- h) These are Pedro's books.
- i) Those markers are Joseph's.
- j) Mathew's family is beautiful.
- k) Your cousin is NOT a bad person.
- l) This club is very fantastic.
- m) Your grandfather's house is big.



2 - Think of sentences similar to those above and tell your partner, so he/she can guess the meaning of what you say.

Take turns to practice this section by trying to answer these questions.

Is your father a kind person? (Try saying yes and then no)

- Yes, my father is a kind person.

Are your friends in the club? (Try saying yes and then no)

Is your teacher in the class? (Try saying yes and then no)

Is this club interesting? (Try saying yes and then no)

Are these good English lessons? (Try saying yes and then no)

Are those pencils? (Point the books and ask)

Is this a chair? (Touch the chair and ask)

Is that a board? (Point a ruler and ask)

Is Mathew's car beautiful? (Try saying yes and then no)

Are Mary's flowers really surprising? (Try saying yes and then no)

Is Mark's backpack red and blue? (Try saying yes and then no)

Is your neighbour's house small? (Try replying yes and then no)

Are these Joseph's markers? (Try saying yes and then no)

Is that Pedro's bike? (Try saying yes and then no)

Is this her ball? (Try saying yes and then no)



## 2ND MEETING: LEARNING THE BASICS

### VOCABULARY:

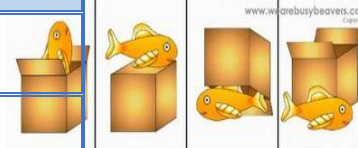
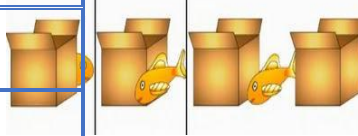
Check the vocabulary on count and non-count nouns.

| Count Nouns | Noncount Nouns |
|-------------|----------------|
| apples      | bread          |
| ball        | butter         |
| bed         | cheese         |
| books       | chocolate      |
| box         | coffee         |
| chair       | flour          |
| laptop      | jelly          |
| lemon       | juice          |
| mobile      | ketchup        |
| phone       | lemonade       |
| orange      | marmalade      |
| shoe        | mayonnaise     |
| table       | meat           |
| tomato      | milk           |
| wallet      | money          |
| sausage     | salt           |
| apple       | soda           |
| banana      | sugar          |
| pepper      | syrup          |
| carrot      | tea            |
| lettuce     | time           |
| onion       | water          |
| chilli      | yogurt         |
| watermelon  |                |



## GRAMMAR TIPS:

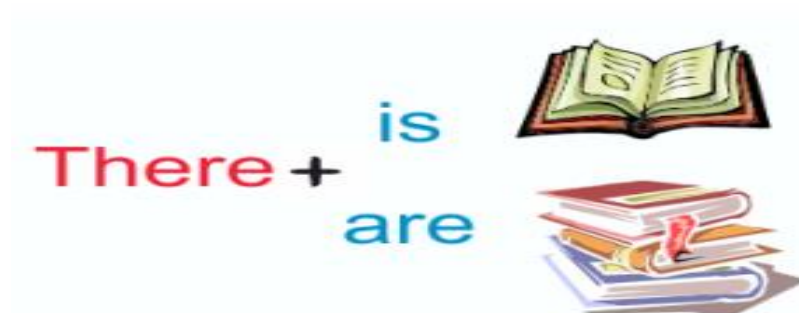
Look at the chart and study some grammatical aspects.

| <b>Prepositions of place</b> | <b>Examples:</b>   |   |
|------------------------------|--|---|
| In                           | A ball in the box.<br>Money in the wallet.                   |  |
| On                           | Vegetables on the table.<br>Books on the bed.                |   |
| Under                        | Shoes under the sofa.<br>Trash under the car.                |  |
| next to                      | A boy next to a girl.<br>A pharmacy next to the bank.        |   |
| in front of                  | A dog in front of the tree.<br>A bike in front of the house. |   |
| Behind                       | A ball behind door.<br>A mouse behind the television.        |   |

| <b>Quantifiers</b>                                    | <b>Examples:</b>  |
|---|---|
| a (consonant)   | A mobile phone, laptop, ball, pencil, man, notebook.  |
| an (vowels)   | An eraser/ant/object/ice cream/elephant/uncle.  |
| a lot of (count, noncount nouns)                      | A lot of apples/chairs/cars/lemons/carrots.<br>A lot of<br>water/salt/soda/juice/sugar/meat/mayonnaise. |
| many (count nouns)                                    | Many oranges/tomatoes/dogs/books/cutters.   |
| much (noncount nouns)                                 | Much flour/cheese/yoghurt/ketchup/lemonade.   |
| a few (count nouns)                                   | A few markers/cats/peppers/windows/students.  |
| a little (noncount nouns)                             | A little chocolate/water/juice/coffee/tea/jelly/syrup.  |
| some (count, noncount nouns)                          | Some water/juice/sugar/marmalade/lemonade.<br>Some buses/plants/trees/laptops/insects/books.            |
| Any (count, noncount nouns)<br>(questions, negations) | Any juice/milk/butter/chocolate/tea/water/bread.<br>Any bananas/pencils/books/elephants/sausages.       |



| Showing Existence                  | Examples:  |
|------------------------------------|--|
| There is<br>(one thing)            | There is a red laptop on the table.<br>There is not any water in the bottle.       |
| There are<br>(more than one thing) | There are some bananas next to the jar.<br>There are not any buses in the station. |



### **SPEAKING ACTIVITY:**

1 - Work with a partner and guess the meaning of the following sentences.

- a) There is an elephant behind the garden.
- b) There is a television in the room.
- c) There are many potatoes on the fridge.
- d) There is much lemonade in the jar.
- e) There are a few onions in front of the box.
- f) There is a little sugar in the plastic bag.
- g) There are some tomatoes under the table.
- h) There is some bread on the dish.
- i) There are not any vegetables next to the kitchen.
- j) There is not any yoghurt in the glass.



2 - Think of sentences similar to those above and tell your partner, so he/she can guess the meaning of what you say.

3 - Answer some questions. Your partner asks and you answer, then vice versa.

Are there pencils on the desk? Reply saying (YES) Yes, there are pencils on the desk.

Is there butter in the fridge? Reply saying (NO)

Are there oranges next to the chair? Reply saying (YES)

Is there salt in the plastic bag? Reply saying (NO)

Are there animals in the house? Reply saying (YES)

Is there tea in the teapot? Reply saying (NO)

Are there any tomatoes in front of the glass? Reply saying (YES)

Is there any bread on the table? Reply saying (NO)

Are there any carrots next to the window? Reply saying (YES)

Is there any tea in the teapot? Reply saying (NO)

Are there any cars behind the garage? Reply saying (YES)

Is there any cheese in the box? Reply saying (NO)

Are there any students in the club? Reply saying (YES)





### 3RD MEETING: THE VERB BE

#### GRAMMAR TIPS:

Look at the chart and work on the present simple (be)

| <b>Positive Structure:</b> | <b>Examples:</b>           |
|----------------------------|----------------------------|
| I : am                     | I am a student.            |
| He, She, It : is           | She is sixteen years old.  |
| You, We, They : are        | We are in the supermarket. |

| <b>Negative Structure:</b> | <b>Examples:</b>               |
|----------------------------|--------------------------------|
| I : am NOT                 | I am NOT a student.            |
| He, She, It : is NOT       | She is NOT sixteen years old.  |
| You, We, They : are NOT    | We are NOT in the supermarket. |

| <b>Interrogative Structure:</b> | <b>Examples:</b>           |
|---------------------------------|----------------------------|
| Am I _____?                     | Am I a student?            |
| Is he, she, it _____?           | Is she sixteen years old?  |
| Are you, we, they _____?        | Are we in the supermarket? |

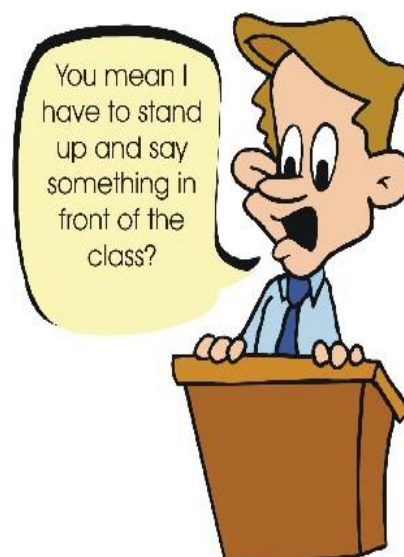
|   |   |  |
|---|---|--|
|  |    |    |
|   | HE- <del>en</del> SHE- <del>en</del> IT- <del>en</del>  | WE- <del>en</del> YOU- <del>en</del> THEY- <del>en</del>   |
| AM  | IS  | ARE  |



## **SPEAKING ACTIVITY:**

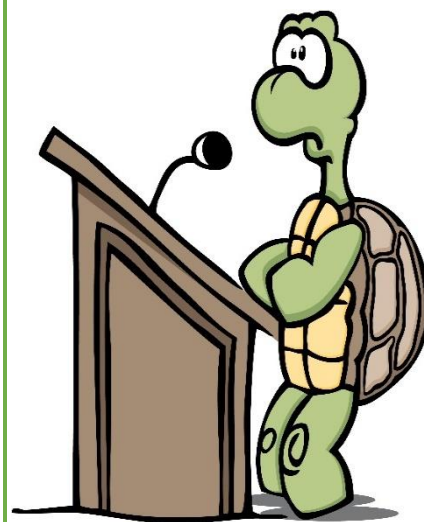
*1 - Work with a partner and turn the statements into negative and interrogative.*

- a) Mark is a student.
- b) She is in Quito.
- c) It is interesting.
- d) We are old friends.
- e) They are in the office.
- f) I am a good person.
- g) Mary is sixteen years old.
- h) Sofia and Mathew are classmates.
- i) He is on vacations.
- j) The cat is an animal.
- k) It is Monday.



*2 - Take turns to change the following statements into positive.*

- a) Elena is not from Ecuador.
- b) We are not architects.
- c) I am not fifteen years old.
- d) You are not a nervous student.
- e) It is not Tuesday.
- f) He is not in the restaurant.
- g) Mark and Anthony are friendly.
- h) The dog is not a bird.
- i) She is not in the garden.
- j) I am not an envious person.
- k) It is not a problem.



3 - Answer some questions. Your partner asks and you answer, then vice versa.

Are you an adult?

Are you a boy?

Are you a loser?

Are you a good boy?

Are you fifty years old?

Are you fifteen years old?

Are you in the club?

Are you in the hospital?

**Questioning a partner.**

Is he intelligent?

Is he 15 years old?

Is he your friend?

Is he from your city?

Is he a student?

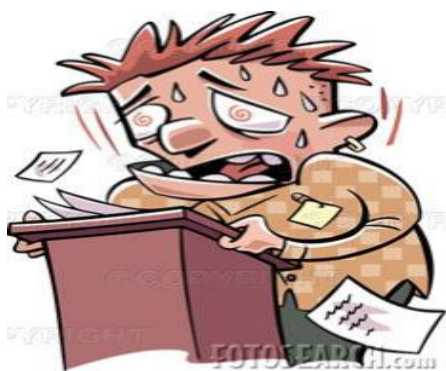
Is he in the club?

Is he sociable?

Is he friendly?

**Talking about someone else.**

**Guess who?**



**BEFORE**



**AFTER**

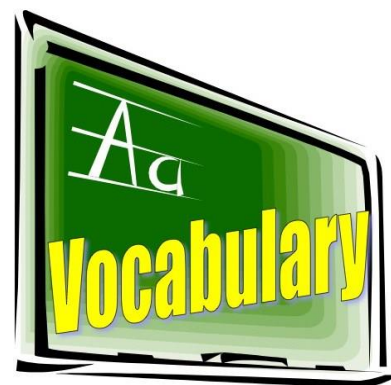
## 4TH MEETING: OTHER VERBS

### VOCABULARY:

Vocabulary on activities and routines.

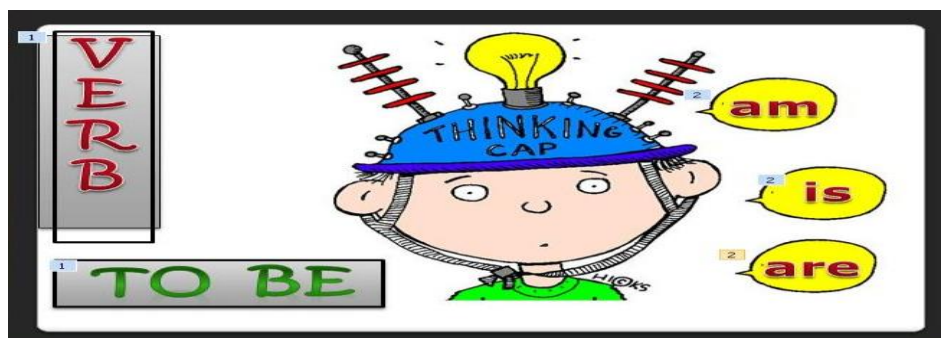
#### Activities

Bush one's teeth.  
Buy food/an ice cream.  
Clean the bedroom.  
Cook dinner/lunch.  
Do the homework/exercise.  
Drink a glass of juice/a cup of coffee.  
Give a present/gift.  
Go to high school/on vacation.  
Have breakfast/lunch/dinner.  
Listen to music.  
Live in the city/countryside.  
Make a cake/dinner  
Play the guitar/violin/drums.  
Practice sports/for a test.  
Read a book/magazine.  
Run in the park/in the street.  
Send a letter.  
Sleep in the bed  
Speak English.  
Study geography/math.  
Swim in the pool.  
Take a shower.  
Talk to a friend.  
Travel to the city centre/Quito.  
Visit the museum/a restaurant.  
Wash the dishes/clothing.  
Watch a movie/television.  
Work in the office/restaurant.  
Write a letter/an email.



## GRAMMAR TIPS:

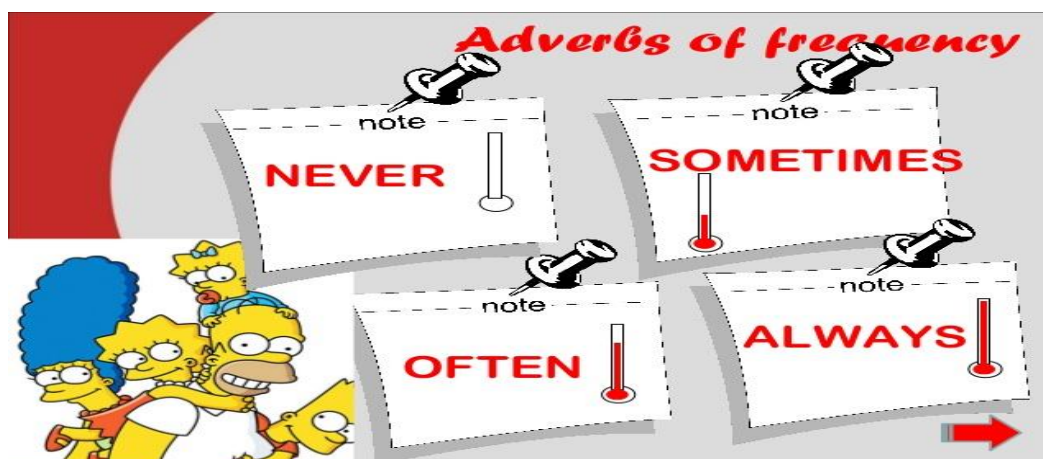
Look at the charts and check the use for the present simple.



| <b>Positive Structure:</b>  | <b>Examples:</b>   |
|-----------------------------|--|
| <b>work</b>                 |  |
| He, She, It : work <b>S</b> | She work in the office. <b>WRONG!</b><br>She work <b>s</b> in the office. <b>RIGHT!</b>          |
| I, You, We, They : work     | They work <b>s</b> in the office. <b>WRONG!</b><br>They <b>work</b> in the office. <b>RIGHT!</b> |

| <b>Negative Structure:</b>         | <b>Examples:</b>   |
|------------------------------------|--|
| He, She, It : DOES NOT<br>_____    | She DOES NOT work <b>s</b> in the office. <b>WRONG!</b><br>She DOES NOT <b>work</b> in the office. <b>RIGHT!</b> |
| I, You, We, They : DO NOT<br>_____ | They DO NOT work in the office.  |

| <b>Interrogative Structure:</b> | <b>Examples:</b>   |
|---------------------------------|--|
| DOES he, she, it _____?         | Does she work <b>S</b> in the office?<br><b>WRONG!</b><br>Does she <b>work</b> in the office?<br><b>RIGHT!</b> |
| DO I, you, we, they _____?      | Do they work in the office?  |



| Frequency adverbs | Examples:    |   |
|-------------------|--------------|---|
| 100%              | Always       | I <u>always</u> go to the cinema.       |
| 90%               | Usually      | She <u>usually</u> travels to Quito.    |
| 80%               | Often        | They <u>often</u> study in the library. |
| 50%               | Sometimes    | He <u>sometimes</u> washes the dishes.  |
| 30%               | Occasionally | We <u>occasionally</u> eat hamburgers.  |
| 20%               | Seldom       | You <u>seldom</u> clean the room.       |
| 0%                | Never        | Mary <u>never</u> fails in the exams.   |



| Time expressions             | Examples:  |
|------------------------------|--|
| At 8 o'clock, 9:30 am etc.   | We sometimes walk to school <u>at 7:00 am</u>        |
| Every day/night/afternoon    | John work in the company <u>every day</u> .          |
| Once a day/week/month/year   | She drinks lemonade <u>once a day</u> .              |
| Twice a day/week/month/year  | They practice soccer <u>twice a week</u> .           |
| Three times a day/week/month | Mark goes on vacation <u>three times a year</u> .    |
| In the morning               | I usually have breakfast <u>in the morning</u> .     |
| /afternoon/evening           | This internet café opens <u>during the morning</u> . |
| During the morning           | My father reads the newspaper <u>at night</u> .      |
| At night                     | Mathew goes to the park <u>on Thursday</u> .         |
| On Monday/Tuesday/Friday     |  |

## **SPEAKING ACTIVITY:**

1 - Work with a partner and turn the statements into negative and interrogative.  
Take turns to do it.

- a) She cleans the bedroom at night.
- b) Mark cooks dinner every evening.
- c) We do exercise in the morning.
- d) They drink a cup of coffee once a week.
- e) We go to high school every day.
- f) My family has breakfast at 9:00 o'clock.
- g) She listens to music in the afternoon.
- h) He sends emails on weekends.
- i) They travel to the city centre twice a month.
- j) She washes the dishes once a week.
- k) Mathew watches television at 10:30 am.



2 - Tell your partner sentences starting with always, usually, sometimes, often, never.

3 – Answer some of these questions.

Do you drink juice on Mondays? Reply saying (NO)

- No, I do not drink juice on Mondays.

Do you study English? Reply saying (YES)

Do you work in a restaurant? Reply saying (NO)

Do you live in a village? Reply saying (YES)

Do you do exercise? Reply saying (NO)

Do you eat vegetables? Reply saying (YES)

Do you listen to romantic music? Reply saying (NO)

Does your best friend watch movies? Reply saying (YES)

Does your father read books? Reply saying (NO)

Does your mother cook good food? Reply saying (YES)

Does your classmate do his homework? Reply saying (NO)

Does your partner walk in the park during the morning? Reply saying (YES)





## 5TH MEETING -wh- QUESTIONS

### GRAMMAR TIPS:

Look at the chart and understand the use of information questions.



| <b>Wh- Questions</b>                  | <b>Examples:</b>  |
|---------------------------------------|---|
| What<br>(things, objects, activities) | What is your name?<br>What is your father's name?                                     |
| What time<br>(specific time)          | What time is it?<br>What time do you go home?   |
| Which<br>(option, choice)             | Which movie is interesting?<br>Which hobby do you prefer?                             |
| Who<br>(person)                       | Who is your cousin?<br>Who lives in Quito?  |
| Where<br>(place, location)            | Where is the park?<br>Where do your parents go on holidays?                           |
| When<br>(date, time, occasion)        | When is your birthday?<br>When does the party start?                                  |
| How<br>(manner, method)               | How are you?<br>How do you go to school?  |
| How old<br>(age, years)               | How old is your sister?<br>How old is the cat?  |
| How many/much (quantities, amounts)   | How many apples are there?<br>How much water is there?                                |
| How often<br>(frequency, degree)      | How often do you listen to music?<br>How often does your brother eat in a restaurant? |
| Why<br>(reason, purpose)              | Why are you in Quito?<br>Why do you go to the university?                             |

## **SPEAKING ACTIVITY:**

*Crazy questioning, no order just curious answers.*

|  |  |
|--|--|
| Are you a student?<br>Are you a boring person?<br>Are you part of the club?<br>Are you 15 years old?<br>Is your father a farmer?<br>Is your father's name Jacinto?<br>Is your father an interesting person?  | Do you live in Salcedo?<br>Do you study English?<br>Do you listen to music?<br>Do you read books?<br>Do you practice soccer?<br>Do you eat pizza?<br>Does your sister work in the supermarket?<br>Does your best friend watch horror movies?<br>Does your cousin go to high school?  |
| What is your mother's name?<br>What is your favourite sport?<br>What is the activity you don't like?<br>What do you do in your free time?<br>What time is it?<br>What time do you study English?<br>What time do you go to the club?<br>What activities do you do in the club? | Which movie do you hate?<br>Which food do you prefer?<br>Which festivity do you like most?<br>Which animal is your favourite?<br>Which colour is likeable for you?<br>Which artist is your favourite?  |
| Who is your teacher?<br>Who is your best friend?<br>Who is your favourite artist?<br>Who goes to school?<br>Who makes cakes and bread?<br>Who cooks food for everyone at home?   | Where do you go during the weekends?<br>Where do you eat in the afternoons?<br>Where do you buy medicine?<br>When is Christmas?<br>When do you go to the high school?<br>When does your mother cook dinner?<br>When do you play soccer?<br>When do you visit your grandparents?  |
| How are you?<br>How old are you?<br>How often do you go swimming?<br>How often do you read books?<br>How often do you wash the dishes?<br>How often do you take a shower?<br>How often does your sister clean the house?<br>How often do you go to the city centre?            | How many apples are there in the fridge?<br>How many books do you carry to high school?<br>How much water is there in the bottle?<br>How much cheese do you eat a day?<br>How many students are there in the club?<br>How many glasses of soda do you drink during the day?<br>How much salt is there in the plastic bag?<br>How much exercise do you do at night? |



## **SPEAKING HANDOUT**

a. Watch a short video clip (folder: video 01) and carefully pay attention to every substantial detail, then answer some of the following questions.

1. How does the video clip start?

- a) A cow carries some yoghurt.
- b) Some funny animals work outside.
- c) A little cat uses a hammer to hit a piece of wood.

2. What is Mickey's plan?

- a) To have a new hairstyle.
- b) To help a friend to fly an airplane.
- c) To fly a plane up to the sky.

3. What does Mickey use to make a new plane?

- a) An old fashion vehicle.
- b) A peacock and its feathers.
- c) A new car and its parts.



4. What happens with Mickey's plane after it is ran?

- a) The plane flies and everything is okay.
- b) Minnie and Mickey have fun flying in the plane.
- c) The plane loses control and chases a small cow.

5. What happens in the end?

- a) Mickey crashes his plane over a tree and saves his life.
- b) Minnie is angry and jumps off the plane.
- c) The plane lands over a safe place.

b. Gather the right answers from activity A, and summarize the main points of the video clip by speaking to the class about this.

## SPEAKING RELATED TOPICS

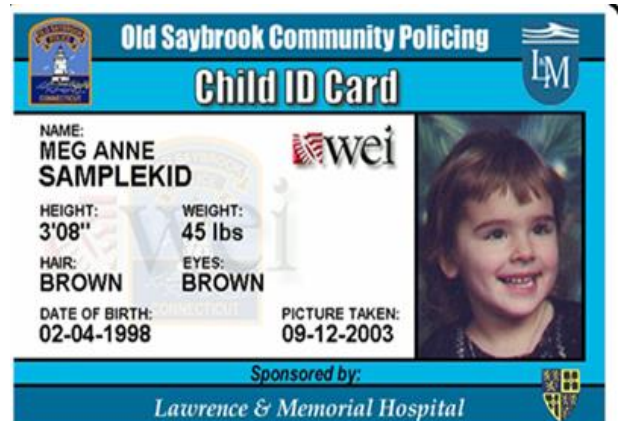
### PERSONAL DETAILS

#### Talking about Personal details

a. Work in pairs asking and answering the following questions, take turns.

Look at the questions and think of the answers beforehand.

1. What is your name?
2. What is your last name?
3. Do you have a nickname?
4. What is your cell phone number?
5. What is your phone number?
6. What is your nationality?
7. What is your address?
8. How old are you?
9. When is your birthday?
10. Where are you from?
11. Are you Peruvian?
12. What nationality are you?
13. Where do you live?
14. What is your father's name?
15. Who do you live with?
16. Do you live with your parents?
17. Do you have brothers or sisters?
18. How many bothers are there in your family?
19. How many sisters do you have?
20. What is your sister's name?
21. What's your brother's name?

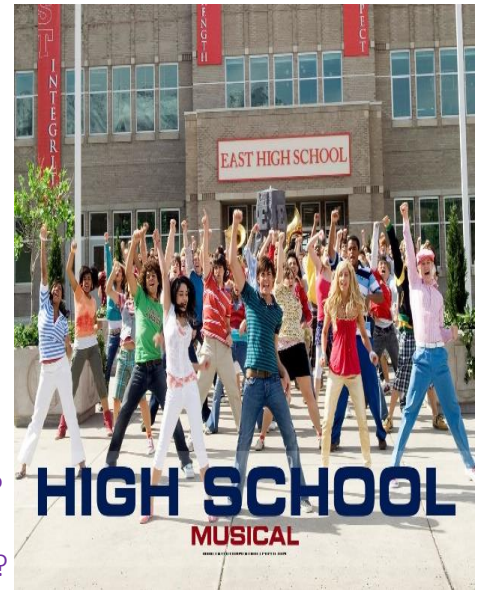


## Talking about high school

*a. Work in pairs asking and answering the following questions, take turns.*

Look at the questions and think of the answers beforehand.

1. Are you a student?
2. Are you a respectful student?
3. What high school are you in?
4. Do you have friends?
5. How many friends do you have at high school?
6. What are their names?
7. Who is your best friend?
8. Do you greet your teachers at high school?
9. Do you have a friendly or demanding teacher?
10. Who is your teacher?
11. What activity does your teacher like?
12. What is your teacher's name?
13. What is your favourite subject?
14. What is your favourite food at high school?
15. How much juice do you drink during the break?
16. What time do you get up to go to high school?
17. How do you go to high school, by bus or by car?
18. Do you arrive late to school?
19. What time do you start classes?
20. What time do you finish classes?
21. Where do you go after classes?
22. Do you do your homework?
23. When do you do your homework?
24. How many hours do you study at home?
25. How many days do you study at high school?
26. How often do you play soccer at high school?
27. What kind of activities do you do at high school?
28. Which activity do you like most reading or writing?



## Talking about Music.

a. Work in pairs asking and answering the following questions, take turns.

Look at the questions and think of the answers beforehand.

1. Are you a music lover?
2. Are you happy when you listen to music?
3. Do you dance when you listen to music?
4. Do you play any musical instrument?
5. What musical instrument do you play?
6. Do you go to concerts?
7. Do you sing?
8. Do you download or buy your music?
9. Do you like listening to music?
10. What time do you?
11. How often do you go to karaokes?
12. How often do you buy CDs?
13. Which music is of your preference romantic or
14. Where do you listen to music?
15. When do you listen to music?
16. What kind of music do you listen?
17. What is your favourite artist?
18. What is your favourite song?
19. How many songs do you listen to a day?
20. How many CDs do you have at home?





## Talking about Food

a. Work in pairs asking and answering the following questions, take turns.

Look at the questions and think of the answers beforehand.

1. Do you eat vegetables?
2. Do you eat fruit?
3. Do you drink orange juice?
4. How much orange juice do you drink a day?
5. What fruit do you like?
6. What is your favourite vegetable?
7. Is a tomato an example of fruit?
8. What is an example of a fruit?
9. Do you like hamburgers?
10. How much is a hamburger in your city?
11. What do you use for salads?
12. What do you eat during breakfast?
13. What kind of food is not healthy?
14. How often do you eat vegetables?
15. Where do you eat during lunch time?
16. What is your favourite restaurant?
17. Do you like the food from restaurants or home?
18. Which dessert do you like, ice cream or pie?
19. What do you eat when you are hungry?
20. How often do you eat junk food?
21. What kind of food is junk for you?



## Talking about Sports

a. Work in pairs asking and answering the following questions, take turns.

Look at the questions and think of the answers beforehand.

1. Are you an energetic person?
2. Are you an active person?
3. Do you play any sports?
4. Are you excited when you play sports?
5. Do you have fun when you play soccer?
6. What kind of sport do you play?
7. Is soccer your favourite sport?
8. What is your favourite sport?
9. Where do you go to play that sport?
10. What day do you practice that sport?
11. How much time do you play that sport?
12. How often do you play chess?
13. When do you play basketball?
14. Are you in a gym?
15. What is the gym's name?
16. How many hours do you stay in the gym?
17. Who is our favourite soccer player?
18. Which sport do you prefer volleyball or golf?
19. Do you do exercise?
20. How much time do you do exercise?
21. How do you feel when you do exercise?



## Talking about Movies

a. Work in pairs asking and answering the following questions, take turns.

Look at the questions and think of the answers beforehand.



1. Are you a movie fan?
2. Are horror movies interesting?
3. Are fiction movies really exciting?
4. Do you love watching movies?
5. Do your friends like movies?
6. What do you eat when you watch a movie?
7. Do you meet friends to have fun watching movies?
8. What kind of movies do you like?
9. Do you prefer horror or romantic movies?
10. How often do you watch horror movies?
11. How often do you watch romantic movies?
12. When do you go to the cinema?
13. What do you usually eat when you watch a movie?
14. How many times do you watch a movie?
15. Who do you normally watch a movie with?
16. Do you buy snacks to watch a movie?
17. Does your brother like watching movies?
18. Which drink do you like, soda or juice?
19. Do you get bored when you watch a movie you do not like?
20. What is your favourite movie and favourite actor/actress?





*Speaking Club ©*

## *LEVEL 2*



*“Learning to speak, learning to interact.”*

**Author: Jeremin Toscano**



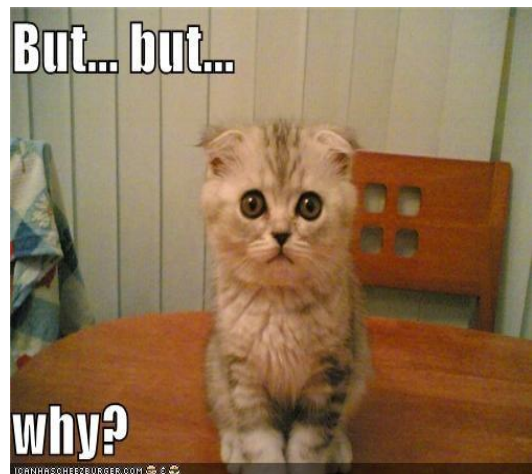
## 6TH MEETING: GIVING REASONS



Look at the following table indicating common words to express reasons to justify some kind of event or activity.

**Note:** Some of the words stated in this list really come in handy when giving an opinion about something. This word bank is a support to give a reason why something happens or occurs.

| <b>Reasons</b>   |
|--|
| Because<br>as<br>since<br>because of<br>due to the fact that<br>one reason is that<br>the possible reason is that<br>the cause of this<br>the main factor causing this |



### Examples:

- a) The hospital is closed, because of a power failure.
- b) The boy cannot sleep, due to the fact that he has an exam tomorrow.
- c) I am not going to school, as my mother asked me to stay here.
- d) The kid is crying. The possible reason for this is that he is hungry.
- e) Living in a city is stressful, since there is many traffic and smoke.

### **SPEAKING ACTIVITY:**



*1- Take turns to respond to this questions.*

- a) Why is it necessary to eat food?
- b) Why do people study English?
- c) Why does your mother cook dinner?
- d) Why does your father work?
- e) Why is it dangerous to drink alcohol?
- f) Why are cell phones useful?
- g) Why do foreigners visit Ecuador?
- h) Why is the university important?



## 7TH MEETING: USING LINKING WORDS

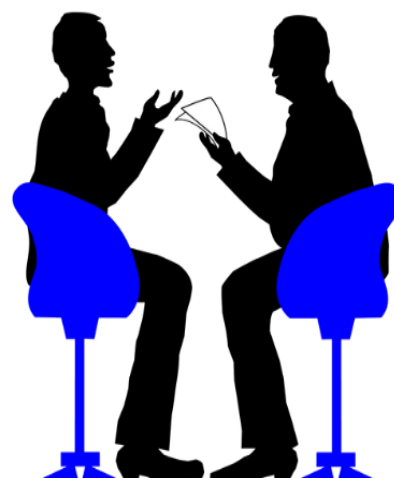


Understand the use of the following words. What are these words useful for?

**Note:** All the words being shown on the table below are generally tied to sentences so as to indicate different aspects related to comparison, contrast, conclusion and so forth. Though it is not a complete list of linking words, it is a substantial word bank that can help to structure and express ideas and thoughts describing parameters before mentioned. Be careful when understanding the use of every word, because the use depends on what someone wants to express.

| Showing Addition | Comparison         | Contrast           | Conclusion     |
|------------------|--------------------|--------------------|----------------|
| Additionally     | While              | Although           | Accordingly    |
| Also             | Like               | But                | Consequently   |
| And              | Meanwhile          | Conversely         | Finally        |
| Besides          | Similarly          | However            | Hence          |
| Finally          | Simultaneously     | Nevertheless       | So             |
| Furthermore      | After all          | Nonetheless        | Therefore      |
| Incidentally     | At the same time   | Otherwise          | Thus           |
| Lastly           | By and large       | Yet                | As a result    |
| Likewise         | In comparison      | Notwithstanding    | In brief       |
| Moreover         | Compared to        | Even though        | In conclusion  |
| Next             | In the same way    | For all that       | In short       |
| Along with       | In the same manner | By contrast        | To sum up this |
| For example      |                    | On the contrary    | To end with    |
| For instance     |                    | On the other       | On the whole   |
| In addition      |                    | hand               | To conclude    |
| What is more     |                    | While this is true |                |

## **SPEAKING ACITIVITY:**



*1 – Take turns to say a sentence showing addition. Follow the example.*

What is more, the use of books is really important for learning new things.  
Likewise, the activity of reading books is really important as a hobby.

*2 – Take turns to say a sentence showing comparison. Follow the example below.*

Sending emails is easier and quicker compared to writing letters.  
At the same time, the consumption of vegetables is really beneficial to the body.

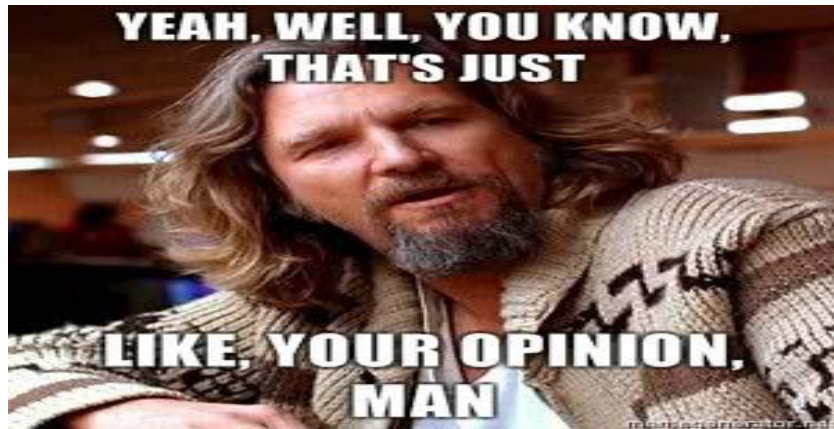
*3 – Take turns to say a sentence showing contrast. Follow the example below.*

Although homework is a time consuming activity, it helps to reinforce the learning process.  
Parks are a good place to stay. However, people do not see them like that.

*4 – Take turns to say a sentence showing conclusion. Follow the example below.*

Therefore, practicing any sport helps people to be active and healthy.  
Consequently, the inadequate use of fertilizers would cause some sicknesses to farmers that use them.

## 8TH MEETING: GIVING OPINIONS



Look at the chart containing words that are useful to give opinions.

**Note:** The following list is a reference for words mainly used in giving opinions which is a process where feelings and thoughts about something are expressed in a personal way.

### **Opinion**

According to me  
Personally  
I think that  
My personal opinion is that  
I do not think that  
In my opinion  
I suppose that  
I reckon that  
My outlook is that  
As to what I know  
I believe that  
In accordance with  
I consider that  
What I can say is that  
I strongly believe that





## **SPEAKING ACTIVITY:**



1 – Try to answer the following questions.

What is the importance of learning a language?

- I believe that the importance is that it helps us to communicate with other people.

- a) What do you think is interesting about watching a movie?
- b) Do you consider that is necessary to clean the house?
- c) What is your opinion about eating vegetables?
- d) What can you say about living in the city?
- e) What is your outlook on drinking alcohol?
- f) Do you believe it is exhausting to do the homework?
- g) Is it unnecessary to go to high school?
- h) What is your outlook about watching horror movies?
- i) Do you believe that food in restaurants is good?
- j) What is your point of view about listening to music?



## **SPEAKING HANDOUT**

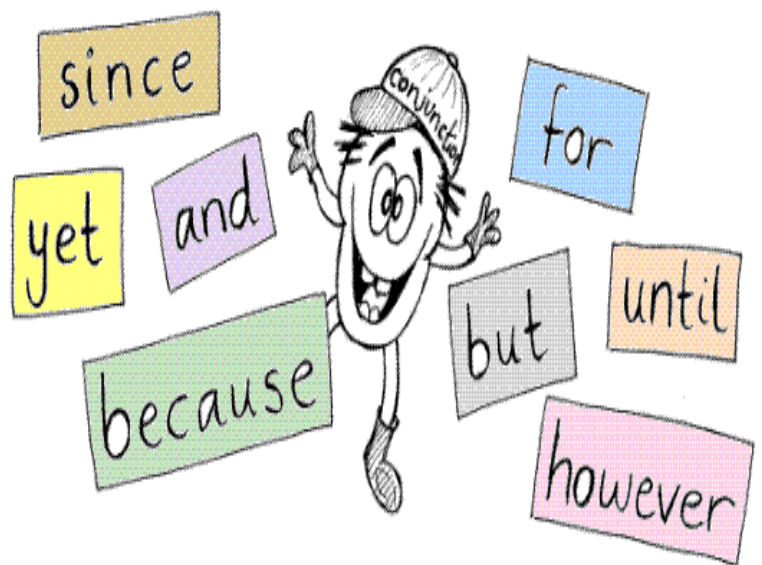
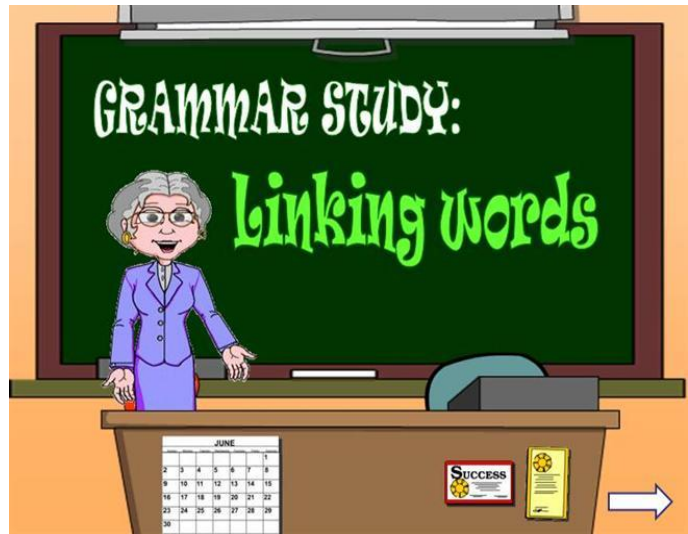


*a. Giving reasons to some questions. Answer the following interrogative statements.*

- 1) Why does your friend have a Facebook account?
- 2) Why do you go to high school?
- 3) Why do you listen to music?
- 4) Why does your brother play football?
- 5) Why do people go to restaurants?
- 6) Why do your family go on vacations?
- 7) Why does your father read the newspaper?
- 8) Why do you talk to friends?
- 9) Why does your dog play with a small ball?
- 10) Why do you watch horror movies?
- 11) Why is it important to drink water?
- 12) Why is it bad to drink beer?
- 13) Why is it necessary to clean the house?
- 14) Why is it essential to travel to another country?
- 15) Why is it advisable to carry money when buying?
- 16) Why is it a bad idea to go to a disco?
- 17) Why is it a good idea to work?
- 18) Why is it imperative to stay at home during the night?
- 19) Why are values necessary in life?
- 20) Why is a hobby important?

b. Using linking words. Make a sentence using each word and then speak it to a friend.

- 1) Besides
- 2) Also
- 3) And
- 4) Moreover
- 5) Furthermore
- 6) Similarly
- 7) At the same time
- 8) While
- 9) In comparison
- 10) Compared to
- 11) Meanwhile
- 12) In the same way
- 13) Even though
- 14) Although
- 15) But
- 16) However
- 17) By contrast
- 18) On the contrary
- 19) On the other hand
- 20) So
- 21) Thus
- 22) In brief
- 23) In short
- 24) To end with
- 25) Therefore





b. Giving opinions. Look at the questions and think of an answer giving your opinion.



- 1) Do you think it is necessary to go to high school? Why?
- 2) Do you consider eating junk food is healthy? Why?
- 3) Do you believe that teachers are demanding? Why?
- 4) Do you see values as something important? Why?
- 5) Do you regard your family as something essential? Why?
- 6) Do you think that you learn values at home? Why?
- 7) Do you feel like going to shopping centres is fantastic? Why?
- 8) Do you believe that playing soccer is good? Why?
- 9) Do you reckon that exams are difficult? Why?
- 10) Do you regard your city is interesting? Why?
- 11) What is your opinion about buying clothing?
- 12) What is your outlook about living in the campsite?
- 13) What is your viewpoint about going on holidays?
- 14) What is your opinion about graduating from high school?
- 15) What is your point of view about going to parties and discos?



d. Challenging speaking.



- 1) What are the most popular hobbies in your country? Describe one of them.
- 2) What does your daily routine consist of?
- 3) Where do you usually go shopping?
- 4) What are the pros and cons of going to the beach?
- 5) What do you often do in your spare time?
- 6) What is your favourite form of entertainment?
- 7) Do you like going to the mall? Why?
- 8) What do you think is important when studying for a test?
- 9) What are some of your future plans?
- 10) What is your favourite job? Why?
- 11) What do you believe the purpose of studying is?
- 12) Do you love music? Why?
- 13) Do you like watching movies? Why?
- 14) Do you read books? Why?
- 15) How do you solve problems you have?
- 16) What can your friends do to be healthy?
- 17) What are some of your favourite foods?
- 18) Do you like eating out? Why?
- 19) What are the characteristics of a good high school?
- 20) What activities do you love doing while on vacations?
- 21) What can people do to improve their speaking ability?
- 22) What is your opinion about living in the city?
- 23) Why do you consider it is important to go out with friends?
- 24) What do you know about practicing a sport?
- 25) What do you do to get relax?



## VOICELESS VIDEO ACTIVITY

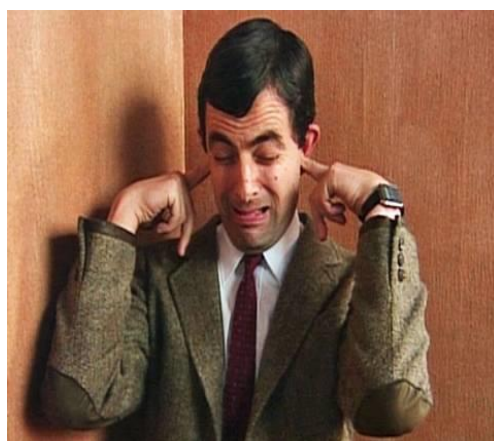
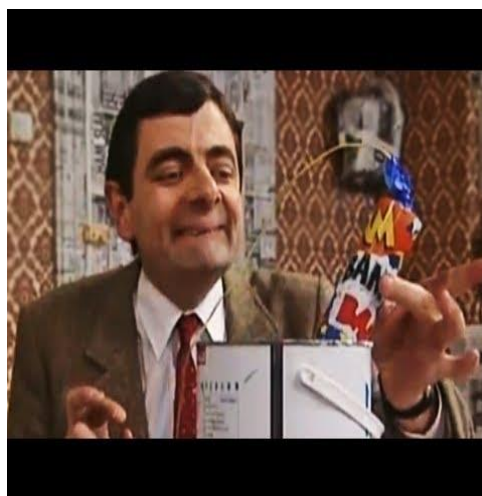
a. Watch a short video clip (folder: video 02) and carefully pay attention to every substantial detail, then summarize the video in your own words.

b) Use some set phrases from the box to speak about the video clip and what happens through it.

### Mr. Bean – Explosive Paint 3:33 mins

#### Vocabulary

1. Hold a newspaper.
2. Wrap things with newspaper.
3. Place things on the table.
4. Be in a room.
5. Cover a clock with a hat.
6. Look all around the room.
7. Have furniture covered in newspaper.
8. Take a box and throw things away.
9. Find a bomb in the box.
10. Put the bomb in a paint container.
11. Light matches.
12. Plan the escape from the room.
13. Be panicked about the bomb
14. Try to escape from the room
15. Unwrap things to unlock the door
16. Open the door and run away
17. Cover ears
18. Forget a hat
19. Have a person getting into the room
20. Find paint steps on the floor
21. Find the room painted



## VOICELESS VIDEO ACTIVITY

*a. Watch a short video clip (folder: video 03) and carefully pay attention to every substantial detail, then summarize the video in your own words.*

*b) Use some set phrases from the box to speak about the video clip and what happens through it.*

### Mr. Bean – The hospital visit 3:33 mins

#### Vocabulary

1. Go to a hospital.
2. Sit in a chair.
3. See a patient.
4. Bother the patient.
5. Playing next to the patient.
6. Taking turns to attend the doctor.
7. Worrying about the time.
8. Have a teapot on the hand.
9. Smile because of the situation.
10. Change tickets.
11. Have a freak conversation.
12. Have a bowl on the head.
13. Write a number on a ticket.
14. Have a patient awake immediately.
15. Get angry because of the time.
16. Draw closer to the reception.
17. Answer a phone call.
18. Wait too much time in the exam room.
19. Assist patients
20. Fall asleep in the room.



## VOICELESS VIDEO ACTIVITY

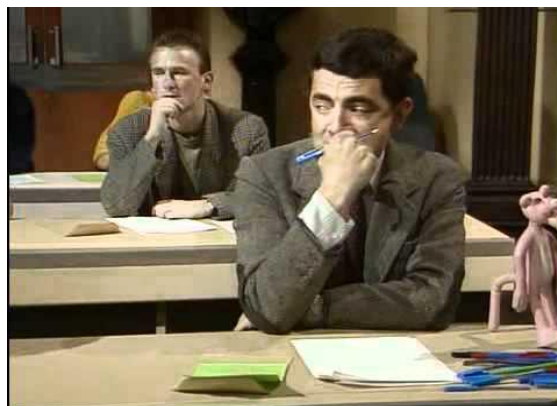
*a. Watch a short video clip (folder: video 04) and carefully pay attention to every substantial detail, then summarize the video in your own words.*

*b) Use some set phrases from the box to speak about the video clip and what happens through it.*

### Mr. Bean – The exam 5:56 mins

#### Vocabulary

1. Listen to directions.
2. Prepare for the exam.
3. Take out the papers.
4. Look at the questions.
5. Get concerned about difficult questions.
6. Cover one's eyes.
7. Check both sides of the paper
8. Feel cold and trembling.
9. Think of the answers.
10. Choose a pen to write.
11. Try to copy the answers.
12. Add a name to the test.
13. Pretend not to see.
14. Cheat someone to copy.
15. Hurry in copying the right answers.
16. Throw wrong papers away.
17. Get closer to the test taker.
18. Thief exam to a person.
19. Let a pencil fall down.
20. Feel sad about failing the exam.
21. Write quickly.





## VOICELESS VIDEO ACTIVITY

a. Watch a short video clip (folder: video 05) and carefully pay attention to every substantial detail, then summarize the video in your own words.

b) Use some set phrases from the box to speak about the video clip and what happens through it.

### Mr. Bean – At the dentist 2:35 mins

#### Vocabulary

1. Attend the dentist.
2. Settle back on the chair.
3. Being scared about the exam.
4. Have a tooth cleaned.
5. Play with the dentist's instruments.
6. Injecting the doctor anaesthesia by accident.
7. Fall over the floor.



## VOICELESS VIDEO ACTIVITY

a. Watch a short video clip (folder: video 06) and carefully pay attention to every substantial detail, then summarize the video in your own words.

b) Use some set phrases from the box to speak about the video clip and what happens through it.

### Mr. Bean – Eating Competition 3:05 mins

#### Vocabulary

1. Form a line.
2. Take advantage over other costumers
3. Have a napkin fall.
4. Take food excessively.
5. Sit at the same time
6. Have a glass of water.
7. Drink water.
8. Add salt to the food.
9. Eat in an impolite way.
10. Consume food that is expired.



### **3.8.CONCLUSIONS**

- The continuous and current utilization of question and simultaneous answers, voiceless videos and material in English lessons has been clearly seen as a fruitful matter to the extent that students have got a chance to put on practice their speaking skill more often than the normal. In such a way, language learners are more likely to develop the speaking skill meaningfully.
- Interactive Speaking Clubs might definitely be compared to certain didactic resources, in a way that this material represents a contribution in the development of the different communicative skills by using them in classrooms or any language course, then conversation clubs cut out the traditional belief of teaching English as they are suitable at the moment of learning speaking via just government books.
- A big point on concluding aspects is the fact that most of speaking activities are a good influence to develop the speaking skill, and have demonstrated to be a handful of chances allowing students to be a bit more concentrated on aspects involving daily routines. So, Interactive Speaking Clubs can contribute largely to the activity of learning speaking much more than any other similar pedagogical.



### **3.9.RECOMMENDATIONS**

- Interactive Speaking Clubs should be used on the campus life of students, especially on those who are learning speaking. It is a campus activity, an activity that students might take to succeed on the field of having a well-developed speaking skill.
- As everyone knows, there is a long list of resources available at bookshops libraries and special offers for books, however it is a good idea not to use only didactic material from recognized printing press, but also free material from the internet, and that is the case of interactive conversation clubs, as they are easily accessible on numerous websites. It is possible to take free material to carry out an interesting conversation into classrooms with learners.
- Students should lay special emphasis on the speaking process into conversation clubs whenever they want to exercise and get experience on speaking, it is an activity that they should carry out with their professors at least twice a week. Additionally, if there is not a set of special exercises required to apply it into clubs on the material presented and given students in this research, professors should create their own material and exercises keeping the general law of the speaking process.

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# ANNEXES



Universidad  
Técnica de  
Cotopaxi

**COTOPAXI TECHNICAL UNIVERSITY**  
**ACADEMIC UNIT OF ADMINISTRATIVE AND**  
**HUMANISTIC SCIENCES**

**ENGLISH MAJOR**

**SURVEY FOR STUDENTS**

**Objective:** To gather information on the speaking skill in the (IB) students program.

**Directions:** Read carefully and mark each of your answers by using (X)

**TOPIC:**

ENGLISH SPEAKING IMPROVEMENT THROUGH THE DIRECT INTERACTION BETWEEN NATIVE SPEAKERS AND (INTERNATIONAL HIGH SCHOOL DIPLOMA) STUDENTS AT “PRIMERO DE ABRIL” EDUCATIONAL CENTER DURING THE ACADEMIC CYCLE APRIL 2014- AUGUST 2015.

1. What is your English language level?

High ☐ Medium ☐ Low ☐

2. Which of the following abilities are the most difficult for you?

Speaking ☐ Reading ☐ Listening ☐ Writing ☐

3. In your opinion how effective have the activities used by teachers for improving English been?

Effective ☐ A little effective ☐ Not effective ☐

4. Do you think that the interaction with native English speakers would help you to improve your English speaking skill?

Yes ☐ No ☐

5. What is your opinion about the creation of an interactive English club with native speakers into your classroom?

Like ☐ Dislike ☐

6. Could an interactive English club contribute to the development of your English speaking skill?

Absolutely ☐ Perhaps ☐ No ☐

7. In your point of view, an English speaking club should be led by:

Foreign English teachers ☐ Ecuadorian teachers ☐

8. Do you think that teachers should apply an interactive English club as an activity to build up the speaking skill in students?

Agree ☐ Disagree ☐

9. What sort of topics should an interactive English club cover to catch the interest of students for improving their speaking skill?

Academic topics ☐

Daily life topics ☐

10. How often would you like to be in an English speaking club?

Once a week ☐ Twice a week ☐

**Thanks for your help.**



Universidad  
Técnica de  
Cotopaxi

**COTOPAXI TECHNICAL UNIVERSITY**  
**ACADEMIC UNIT OF ADMINISTRATIVE AND**  
**HUMANISTIC SCIENCES**

**ENGLISH MAJOR**

**SURVEY FOR TEACHERS**

**Objective:** To gather information on the speaking skill in the English teachers' area.

**Directions:** Read carefully and mark each of your answers by using (X)

ENGLISH SPEAKING IMPROVEMENT THROUGH THE DIRECT INTERACTION BETWEEN NATIVE SPEAKERS AND (INTERNATIONAL HIGH SCHOOL DIPLOMA) STUDENTS AT "PRIMERO DE ABRIL" EDUCATIONAL CENTER DURING THE ACADEMIC CYCLE APRIL 2014-AUGUST 2015.

1. What is your student's English language level?

High ☐ Medium ☐ Low ☐

2. Which of the following skills are the most difficult for your students?

Speaking ☐ Reading ☐ Listening ☐ Writing ☐

3. How effective have the activities used by yourself as teacher for improving English language in students been?

Effective ☐ A little effective ☐ Not effective ☐

4. Do you think that the interaction with native English speakers would help students to improve their English speaking skill?

Yes ☐ No ☐

5. What is your opinion about the creation of an interactive English club with native speakers into your classroom?

Like ☐ Dislike ☐

6. Could an interactive English club contribute to the development of English speaking skill in students?

Absolutely ☐ Perhaps ☐ No ☐

7. In your point of view, an English speaking club should be led by:

Foreign English teachers ☐ Ecuadorian teachers ☐

8. Do you think that teachers should apply an interactive English club as an activity to build up the speaking skill in students?

Agree ☐ Disagree ☐

9. What sort of topics should an interactive English club cover to catch the interest of students for improving their speaking skill?

Academic topics ☐

Daily life topics ☐

10. How often would you like to be in an English speaking club?

Once a week ☐ Twice a week ☐

**Thanks for your help.**





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**COTOPAXI TECHNICAL UNIVERSITY**  
**ACADEMIC UNIT OF ADMINISTRATIVE AND**  
**HUMANISTIC SCIENCES**

**DIRECT INTERVIEW APPLIED TO THE PRINCIPAL AT**  
**“PRIMERO DE ABRIL” EDUCATIVE UNIT**

- **What is the International Baccalaureate program?**
- **What does the international bachelor represent to the “Primero de Abril” educative center?**
- **What kind of subjects are conveyed into the International Baccalaureate program?**
- **From all subjects dictated which one do you believe is the most difficult for (I.B) students program?**
- **Do you think that I.B students would improve their speaking skill if they had an English conversation club with native English speakers?**
- **Would you support the implementation of an interactive English speaking club between I.B students to improve their speaking skill with foreign English professors?**
- **If the opportunity is presented to make an agreement with any American organization to form an interactive English club into the I.B program for the benefit of students, would you do it?**

**Thanks for your help.**